

DOCUMENT RESUME

ED 299 491

CG 021 136

TITLE Opening All Options. Proceedings of the Ohio Middle School and Junior High School Career Guidance Conference (Columbus, Ohio, June 24-26, 1987).

INSTITUTION Ohio State Dept. of Education, Columbus.

SPONS AGENCY Department of Education, Washington, D.C.

PUB DATE 88

NOTE 165p.

PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC07 Plus Postage.

DESCRIPTORS *Career Guidance; *Junior High Schools; *Middle Schools; *School Counseling; *School Counselors; *School Guidance; Secondary Education; Secondary School Students; Trend Analysis

IDENTIFIERS Ohio

ABSTRACT

This document presents the conference proceedings of a career guidance conference which focused attention on the need to develop a comprehensive career guidance program in Ohio middle and junior high schools. Papers include: (1) "Competency-Based Guidance Programs: A Model of the Future" (C. D. Johnson and Sharon Johnson); (2) "How To Improve a School Guidance Program" (Norman C. Gysbers); (3) "Improving Your Career Guidance Program: A Competency-Based Curriculum Approach" (Patricia Henderson); (4) "Parents and Their Early Adolescents' Career Development" (Luther B. Otto); (5) "Eighth-Grade Assessment: An Effective Tool for Career Development and Public Relations" (Carol Craig Bodeen); (6) "Major Trends in Career Development Theory and Practice: Implications for Counselors" (Norman C. Gysbers); (7) "Work and Society: Implications for Counselors" (Edwin L. Herr); (8) "The Counseling Profession: Striving To Make a Difference" (Julian Earls); (9) "Exercising All the Options" (Thomas Reiser); (10) "Resources for Taking Career Education into the Classroom" (Hal Merz); (11) "Exploring Careers in the Classroom" (Margo Vreeburg Izzo); (12) "New Materials for Connecting Counselors with Their Students" (Robert D. Bhaerman); (13) "In Search of External Resources: Toward Guidance Program Improvement" (Harry N. Drier); and (14) "Resources You Can Use" (Janet K. Ciccone). The final section presents guidance improvement plans by the conference participants for their schools which utilized participants' workshop experiences and material and resources received. The plans list goals with expected student results. Although the goals are described in general terms, expected student results are specific, often describing behavior expectations and strategies. A list of participants, presenters, and staff is provided. (ABL)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 299491

C6 021136

OPENING ALL OPTIONS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

F.B. Walter

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

State Board of Education

Patricia Smith, President, Worthington
Paul Brickner, Vice-President, Willoughby
Jean E. Bender, Akron
Richard C. Glowacki, Toledo
Mary Goodrich, Zanesville
Jack C. Hunter, Youngstown
Virginia E. Jacobs, Lima
Mary R. Lindner, Cincinnati
William E. Moore, Woodsfield
Sue Ann Norton, Westerville
Ronald M. Popek, Cleveland
C. J. Prentiss, Cleveland
Edwin C. Price, Jr., Cincinnati
Constance Rice, South Charleston
Chester A. Roush, Kettering
Anthony J. Russo, Mayfield Village
Wayne E. Shaffer, Bryan
Sally R. Southard, Oxford
Jo A. Thatcher, Portsmouth
Karen L. Worley, Elyria

Ohio Department of Education

Franklin B. Walter
Superintendent of Public Instruction

Irene G. Bandy
Assistant Superintendent

William L. Phillis
Assistant Superintendent

E. Roger Trent, Director
Division of Educational Services

Darrell Parks, Director
Division of Vocational and Career Education

This publication was supported in part or in whole by federal funds of P.L. 98-524, through the Division of Vocational and Career Education, the Ohio Department of Education. Compliance is assured with the Carl D. Perkins Act of 1984; Title IX of the Education Amendments of 1972; Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and the Ohio State Plan for Vocational Education. This publication does not necessarily reflect the official position of the U.S. Department of Education.

OPENING ALL OPTIONS

Proceedings
of the
1987 Ohio Middle School
and
Junior High School
Career Guidance Conference



Ohio Department of Education
Columbus, Ohio
1988

Table of Contents

Foreword	v
Introduction	1
Part 1: Practical Approaches to Competency-based Career Guidance Programs	3
Competency-based Guidance Programs: A Model of the Future.....	5
C.D. Johnson and Sharon Johnson	
How to Improve a School Guidance Program	30
by Norman C. Gysbers	
Improving Your Career Guidance Program:	
A Competency-based Curriculum Approach	36
by Patricia Henderson	
Parents and Their Early Adolescents' Career Development	44
by Luther B. Otto	
Eighth-Grade Assessment: An Effective Tool for	
Career Development and Public Relations.....	49
by Carol Craig Bodeen	
Part 2: Career Development Trends and Implications	57
Major Trends in Career Development Theory and Practice:	
Implications for Counselors	59
by Norman C. Gysbers	
Work and Society: Implications for Counselors.....	68
by Edwin L. Herr	
The Counseling Profession: Striving to Make a Difference	81
by Julian Earls	
Exercising All the Options.....	84
by Thomas Reiser	
Part 3: Enhancing Career Choice with Available Resources	87
Resources for Taking Career Education into the Classroom	89
by Hal Merz	
Exploring Careers in the Classroom	90
by Margo Vreeburg Izzo	
New Materials for Connecting Counselors with Their Students	93
by Robert D. Bhaerman	

In Search of External Resources: Toward Guidance Program Improvement	95
by Harry N. Drier	
Resources You Can Use	101
by Janet K. Ciccone	
Part 4: Results of the Ohio Middle School and Junior High School Guidance Counselors Conference.....	115
Participants' Guidance Program Improvement Plans: Goals and Statements of Expected Student Results	117
Appendix: List of Participants, Presenters, and Staff	153

Foreword

Ohio is proud of the extensive vocational education program available in all school districts throughout the state. Students have a wide variety of choices as they enter high school and begin the preparation phase of their life's career.

Prior to making career choices, middle school and junior high school students must have the knowledge and skills necessary to choose wisely from the career development and training opportunities available to them. Postponing the exploration and planning needed to make these choices and to take advantage of these opportunities increases the risk that decisions made by high school students and their parents may be based on a less than adequate informational foundation and planning process.

In its 1986 report, "A Balance of Educational Opportunities," the Task Force on Statewide Vocational Education Enrollment Trends emphasized the need for career exploration programs starting in the seventh grade. The task force also recommended a comprehensive student services program to ensure that students have adequate decision-making information and assistance, commensurate with their potential regarding career choices, and to document student successes related to such decisions.

This career guidance conference, "Opening All Options," focused attention on the need to develop a comprehensive career guidance program in Ohio middle and junior high schools. The school counselor must take a central role in working with students, teachers and parents to ensure that youth entering high school are prepared to make reasoned decisions concerning the educational and training programs that best match their abilities, interests, values and needs. This publication documents a commitment to provide school counselors with the skills and resources necessary to help students explore various careers and relate the possibilities to their potential.

The participants in this conference included administrators, counselors, supervisors, and teachers representing 110 middle schools or junior high schools from across Ohio. I commend their dedication to students and their commitment to increased efforts on behalf of these young people. We are pleased to share with all middle schools and junior high schools in Ohio the workshop experiences and plans of those who participated. Working together, we can increase the career exploration and planning skills of our students.

Franklin B. Walter
Superintendent of Public Instruction

Introduction

The purpose of these *Proceedings* is to share the process and the products of a three-day career guidance conference entitled "Opening All Options," attended by middle school and junior high school personnel from throughout Ohio.

The focus of the workshop was to emphasize the importance of comprehensive, competency-based career guidance programs and to provide a series of presentations to assist school counselors in planning and implementing such programs in their local schools. To that end, the conference featured presenters currently involved in operating competency-based programs, Ohio-based activities, and speakers addressing a general need for increased attention to early involvement in the career planning process.

These *Proceedings* capture the essence of the conference program as well as present additional materials that add to the overall intent of the event. The plans of workshop participants for implementing outcome-oriented activities are also reproduced to serve as models for others pursuing similar programs in their schools. A list of all participants completes the *Proceedings*.

Edwin A. Whitfield
Associate Director
Division of Education Services

PART 1

Practical Approaches to Competency-based Career Guidance Programs

Competency-based Guidance Programs: A Model of the Future

Clarence D. Johnson
Coordinator of Guidance
Anne Arundel County Public Schools
Annapolis, Maryland

Sharon K. Johnson
Director, Pupil Services
Howard County Public Schools
Ellicott, Maryland

The children enrolled in kindergarten this school year (1987-1988) will graduate in the year 2000 A.D. During their 13 years of formal schooling they will acquire the skills in reading, writing, mathematics, and citizenship necessary to live in society. These students will gradually acquire a set of values that will affect their respect for and communication with peers and adults in their life stages. To facilitate the growth of young people into productive citizens, the local, state, and national governments allocate large sums of money yearly to pay salaries, buy materials, and erect and maintain buildings. For this investment in the future, the taxpayers, government, and community leaders ask that students graduate from high school with transfer skills in learning, working, and relating to others. The major question for guidance in this vast effort is, "What do counselors contribute to the youth during their 13 years in public school?" More important is the central question of "*How are students different because of guidance?*"

In answer to this question, there is currently a movement from programs founded in traditional "guidance and counseling services" to programs founded in student results (Johnson and Johnson 1982; Whitfield 1986). The mandate of the Carl D. Perkins Vocational Education Act of 1984 for program accountability, along with the more extensive provisions for guidance, reflects a paradigm shift and has increased the interest in the outcomes of guidance and counseling programs (Hotchkiss and Vetter 1987). Results-based guidance programs provide a framework for organizing the guidance program around designated, immediate, terminal, and long-term results that are consistent with expected developmental stages of learning (Johnson and Johnson 1987). This change in perspective from services to results redirects the focus from "what counselors do" to "how students are different because of the guidance program."

The move to results-based guidance programs is congruent with the current move in education to outcome-based programs (Huff 1985). Both trends reflect what Naisbitt (1982) refers to as the move from short-term to long-term planning. Both outcome-based education and results-based guidance programs focus on the knowledge, attitudes, and skills students should possess to make a successful transition from school to higher

education, from school to work, or from school to a combination of both work and higher education. Futurists indicate that there needs to be less emphasis today on learning facts than on assisting students to "learn how to learn" (Barnes 1980). The changing complexity of our world necessitates that education consider the level of competence when students complete the schooling process rather than focus primarily on the completion of a required number of classes or units of study as the only graduation requirement. This goal can be better addressed and evaluated if the educational program and the guidance program coordinate efforts to focus on results for students (outcomes) rather than on processes.

Characteristics of Results-based Guidance Programs as They Differ from Traditional Guidance Services

To clarify the characteristics of results-based programs as contrasted with traditional guidance services, it is helpful to review the background of the guidance movement in the public school system. Originally, guidance was provided by parents and headmasters who made decisions for students about their future. The movement began essentially as vocational guidance when Frank Parsons founded the Vocations Bureau of Boston in 1908 (Brewer 1942). The school guidance movement, originally vocationally oriented, began when a trained guidance counselor was hired to assist students in matching their competencies with appropriate career choices (Johnson and Johnson 1982).

In the 1920s and 1930s, the mental health movement brought a more personal, diagnostic, clinical orientation to individuals (Gysbers 1978). As the guidance movement progressed, emerging concerns about mental health, human development, and measurement issues resulted in a technique-oriented concept of guidance. A "services" approach, which defined guidance as providing orientation, counseling, placement, information, assessment, and follow-up, was developed. Traditional organizers of the program included processes associated with counseling, consulting, and coordinating. School administrators eventually tried to define guidance in terms of counselor duties—for example, counseling students, interpreting test results, consulting with parents and staff, participating in administrative meetings, and updating student files (Gysbers 1978). In the typical public school of the 1980s, the guidance program is defined by a counselor "role-and-function" statement that has been defined, contested, studied, negotiated, and changed numerous times in response to administrative and counselor input reflecting the needs and trends of the times.

Recent publications have begun to address student results as a focus for development of future guidance programs (Hotchkiss and Vetter 1987). In addition, five research institutions have formed a consortium to collect data on student results of approximately 30,000 students nationwide. The data will be used to estimate effects of career guidance and counseling on intermediate outcomes measured while respondents remain in high school and on employment and educational outcomes measured after respondents leave high school (Hotchkiss and Vetter 1987). The presence of such a study and the interest by major research institutes are other indications of the shift from studying what counselors do to studying how students benefit from guidance programs. The differences among results-based approaches and process-based or role-and-function approaches can be viewed by identifying the intentionality of different types of management.

Two disparate perspectives of management hold that either the desired result or the desired process must be held constant in a program (Kiersey and Bates 1973). In a results-based program, in order to achieve the desired program results, the result is held constant and the processes *must* be allowed to vary. Conversely, in a services-based program, the process is held constant; consequently, the results *will* vary.

For example, *if the desired results are held constant for all students* to demonstrate competencies in career decision making, many processes may have to be used because some students can learn from a classroom presentation whereas others cannot. For those who cannot learn auditorily, different methods will have to be used—such as, working with a peer tutor, going through a simulation on a computer, working with parents, or working in a one-to-one or small-group session led by the counselor.

On the other hand, *if the desired process or function is held constant for all students*, some will acquire competencies in making career decisions and some will not. For example, if a counselor presents a large-group guidance activity or function on making career decisions to a large group of students, only some of those students will master the content.

Guidance and counseling services organized around role-and-function statements hold the processes constant. In contrast, a results-based guidance program which ensures that students acquire specific competencies (knowledge, attitudes, and skills) holds the results constant. Since we know that students learn in different ways (Dunn 1982), it follows that a variety of processes will be necessary if *all* students are to gain the desired competencies.

Program evaluation and counselor performance evaluations have been important elements in the change from guidance and counseling services to results-based guidance programs. A services-based program usually measures the numbers or percentage of students who have received a service and how well those students using the service liked the process. On the other hand, the effectiveness of a results-based program is determined by the number of students who demonstrate specific competencies.

School board members, parents, and the community want to know what results they can expect for the money spent on guidance and are, for the most part, less concerned with the processes used to get the results (Ficklen 1987). Statements of role and function assume that all counselors have similar skills and should perform all indicated functions of the job. Thus, in traditional programs, counselors' evaluations are based upon how the individual performance compares with a standard list of processes assigned to all counselors. In a results-based program, counselors are encouraged to apply their unique strengths and abilities to achieve the desired results, and if the program goals are met, counselors' evaluations reflect this success.

The results-based approach to guidance does not address the issue of how a counselor functions within the guidance program, but rather what student results the counselor produces. This emphasis on results focuses the evaluation of the program on student competencies—that is, the knowledge, attitudes, and skills students have acquired. Admittedly, this mandates a paradigm shift not only from how the guidance program is perceived, but also from the traditional perceptions and expectations of the counselors charged with implementing and managing the program.

Changing Role of the Guidance Counselor

Within the context of a results- or competency-based guidance program, there is no established role-and-function statement for the counselor to follow. The purpose or intentionality of the guidance program is to ensure that *all* students gain predetermined student competencies in guidance-related areas—for example, educational planning (learning to learn), career development (learning to work), and personal/social growth (learning to relate to others). The achievement of these competencies becomes a direct outcome of counselor initiative and creativity. The labor-intensive nature of guidance makes the effectiveness of the individual counselor critical to the success of the program.

Counselor characteristics that are critical to effectiveness in terms of the actual help provided to clients have been the subject of extensive research (Berenson and Carkhuff 1967; Carkhuff 1969; Truax and Carkhuff 1967; Rogers et al. 1967; and Gazda 1972). Findings suggest that the effective counselor offers high levels of the "core" conditions of empathy, warmth, and respect as well as the more action-oriented conditions of concreteness, genuineness, self-disclosure, confrontation, and immediacy. Counselor descriptors that have been shown to be important in traditional programs include high-achieving, flexible, innovative, and enthusiastic (Levell 1965). These characteristics are also necessary for the successful implementation of specific counseling strategies within the results-based guidance program.

However, there are other competencies that may be equally if not more important for counselors to possess within a results-based program approach that have not been emphasized in traditional programs. These include program development, implementation, and evaluation; planning; teamwork; creativity; persuasiveness; and leadership. Therefore, the decision to make the paradigm shift from a guidance services program to a guidance results-based program may have to be accompanied by some staff training for school building administrators and counselors. Also, to make the move from traditional programs, a model or guide would be most helpful. The authors have developed, implemented, and evaluated competency-based guidance programs. The 12 required elements are delineated next and briefly described.

Competency-based Guidance Program Elements

There are 12 elements in the competency-based guidance program model as noted in figure 1. They are (1) the purpose, (2) the philosophy, (3) the conceptual model, (4) the goals, (5) the student competencies, (6) the management system, (7) the counselor agreements, (8) the needs data, (9) the plans, (10) the student monitoring system, (11) the advisory council, and (12) the master calendar of events. Each of these elements is discussed next in more detail.

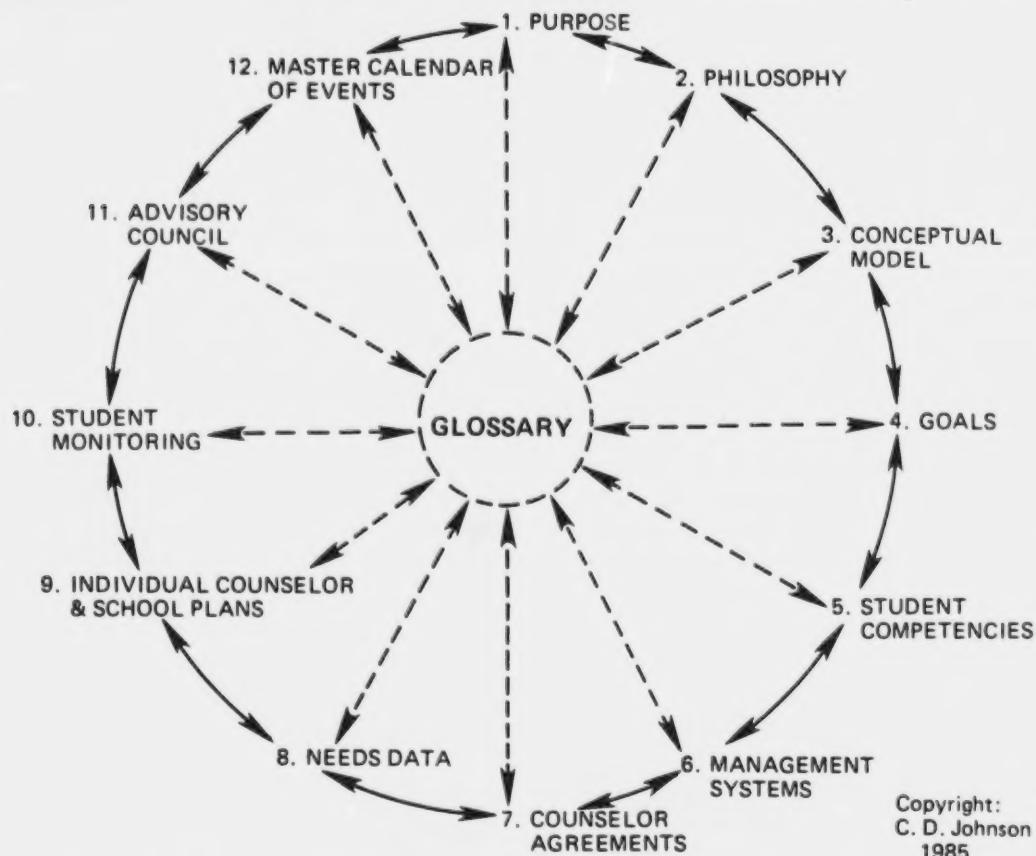


Figure 1. The 12 elements of a competency-based guidance program model.

1. Purpose

The purpose of guidance statement reflects the intentionality of the program and must be commensurate with the educational purpose of the school system within which the program is operating. For example, if the mission of the system is to promote lifelong learning, the purpose statement for guidance would necessarily include learning to learn as a priority intention. It is important that the guidance program support and facilitate the district mission. The purpose statement is the avenue to make clear the relationship between the educational system and the guidance program. The statement should be short, comprehensive, and specific as to what guidance will contribute.

A sample purpose statement might be: "The guidance program has been developed to ensure that all students in the _____ School District acquire and demonstrate competencies (knowledge, attitudes, and skills) needed in educational planning, career

development, and personal/social development in preparation for meaningful participation in a complex, changing world."

(The parallel mission statement of the district was: "The mission of the _____ Public Schools is to prepare students for a lifetime of learning and productive, meaningful participation in a complex, changing world.")

2. Philosophy

The philosophy consists of a set of belief statements that provides guidelines for counselors and administrators for the guidance program development, implementation, and evaluation. The beliefs may change over a period of time, but will be used at all times for making decisions regarding the program. Therefore, it is important that all counselors and administrators understand and support the philosophy of the program. The statements of belief ought to specify that the program is for all students and will be developmental, who will manage the program, that counselor competency renewal will be included, and that professional ethics will be followed. It is also important that the statements of belief be arrived at by consensus of those involved.

3. Conceptual Model of Guidance

The content areas included in the guidance program are best presented through the use of a conceptual model that has been developed and researched for validity. The model (Wellman 1964) adopted for use in the competency-based program developed by the authors provides a structure that simplifies guidance content into four content domains, three types of learner competencies, and grade or developmental levels. The use of a geometric model (figure 2) facilitates implementation by providing an easy-to-use structure of content, outcome types, and grade level of students.

The four content domains of guidance are educational (learning to learn), career/occupational (learning to work), personal/social (learning to relate to others), and leisure (learning to play). All are inter-related, yet the division allows more precise planning for results in each area.

4. Goals

With the use of a conceptual model, the number of goals is reduced to four—one for each domain. The goals are stated in terms of desired student results rather than counseling efforts; that is, "All students will acquire and demonstrate competencies in _____," rather than, "Each counselor will assist students in planning for _____." By focusing on the student result, the processes and resources needed to reach the goal remain flexible. Therefore, the achievement of the goal becomes the result of counselor initiative and creativity rather than focusing the counselors' efforts on fulfilling prescribed functions in the hope that the indicated functions will help students. Sample goals for three of the domains are found in sample 1, which appears at the end of the chapter.

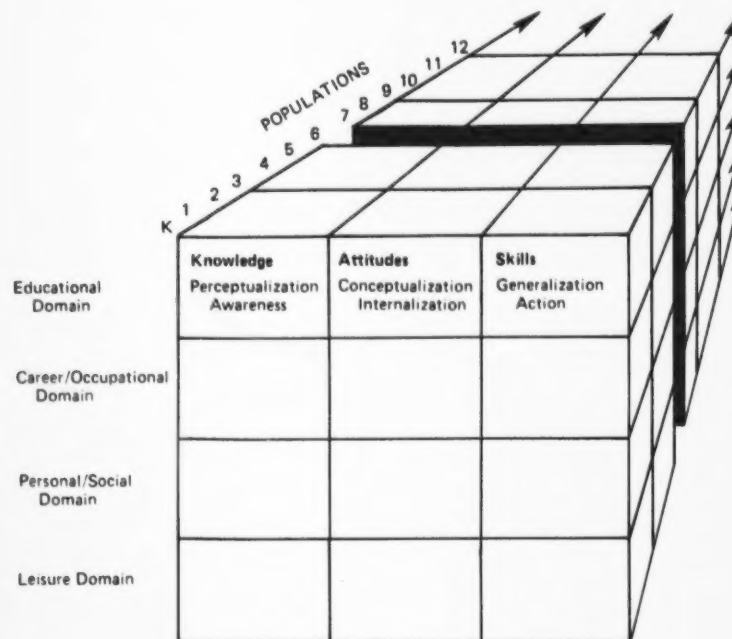


Figure 2. Graphic presentation of the conceptual model

5. Student Competencies

A competency is a developed knowledge, attitude, or skill that is observable and can be transferred from a learning situation to a real-life situation. It also involves the production of a measureable outcome. Competencies are used to define further for counselors, students, parents, and staff the indicators which can be used to ensure that students are moving toward the stated goal. There are many well-researched lists of learner outcomes within the fields of guidance and career education that can be used as a beginning point for a school. However, it is important to match the desired competencies with the specific goal, with the unique characteristics of the population, and with the resources available. If the indicated competencies that are to be reached within the given program parameters are too limited, then perhaps the allocated resources are less than needed and decision makers must be apprised. A comprehensive list of competencies can be used for comparison to demonstrate the level of program that can be achieved within the allocated resources of a specific school or district.

6. Management

Management for results causes the allocation of resources (including personnel, materials, and facilities) to match the specified goals. A comparison of product management (management for results) and process management is as follows:

PRODUCT

- Primary concern is focused on the competencies students learn and demonstrate.
- Individual counselors are responsible for specific student results.
- Team members have different skills and make unique contributions. Differential staffing is encouraged.
- This type of management believes students learn differently; therefore, different activities will be used in order to ensure that *all students* gain competencies.
- This type of management encourages creativity in the use of resources and new processes.

PROCESS

- Primary concern is focused on how an activity will operate and how many students will be involved.
- Counselors are accountable for the number of students who use the counseling services and/or go through a specific process.
- All counselors are responsible for doing the same processes, which are usually listed in the "role and function" statement.
- This type of management believes students learn the same; therefore, one activity will be used for all students.
- This type of management encourages standard activities for all counselors.

Results management calls for rethinking old ways of gaining results and may require new processes to ensure that all students acquire specific competencies. The management system recommended is a reciprocal model in which both the counselor and the principal assume responsibility for determining the specific results the individual counselor will contribute, the plans for achieving the results, and the means for evaluating the results.

COUNSELOR

- *Produces results agreement.*
(Counselor lists the specific competencies and populations to be addressed.)

PRINCIPAL

- *Audits counselor's results agreement.*
(Principal must ensure that the individual counselor's contributions are appropriate to the educational program. In addition, the principal must look at the composite of results agreements of all counselors to seek balance and comprehensiveness of guidance program contributions.)

- *Negotiates results agreement.*
(Counselor and principal agree on contributions to be made by the counselor.)
- *Produces and negotiates results plan to achieve results.*
- *Implements plan.*
- *Produces assessable evidence of results achieved.*
- *Acquires new competencies.*
- *Negotiates results agreement.*
(Principal signs acceptance of the results agreement.)
- *Audits and negotiates results plan to achieve results.*
- *Monitors activities.*
- *Validates results evidence.*
- *Coaches new behaviors.*

7. Results Agreements

Each counselor produces a statement of student results that he or she will contribute. The results agreement includes five different sections. The program results comprise the major part of the agreement and include the specific population to be addressed (e.g., all ninth graders, all vocational students) and the competencies that will be acquired. In addition, there are sections indicating results to be obtained with referred students, staff, parents, and the counselor. The self-improvement section is particularly valuable for determining staff development activities, workshops to be attended, and professional publications to be purchased to meet the stated competencies. The last section lists duties and tasks assigned by the principal. A goal of competency-based guidance is to limit the assigned responsibilities to tasks that will take no more than 10-15 percent of a counselor's time or no more time for general school responsibilities than any other staff member might assume.

When the counselor completes the document, a meeting is scheduled with the administrator to negotiate each item. During this time, the principal may want to add items, make suggestions, or delineate items. However, this is a time of consensus. What is added may be under the results or under assigned tasks.

8. Needs Data

Periodically, counselors and/or administrators require confirmation of the need for specific outcomes or processes. To validate chosen emphases in a school, counselors may choose to complete an assessment of needs prior to the planning processes. To assist counselors in identifying specific needs, a survey instrument, the "Individual Guidance Assessment" (Johnson 1983), is available. It provides individual students with an opportunity to identify specific career and educational planning areas in which they would like assistance. The survey results include two copies of an individual student profile. It is suggested that one of the copies be given to the parents to assist them in helping their child. The second copy is used by the counselor to assist the student in the areas of indicated need. The results also include data summaries for the school by item, by item by grade, by item by grade by counselor, by college/university selection of each student, and by career/occupational selection of each student. A district summary includes a total on each item by grade level for each student using the survey.

9. Individual Counselor Plans

After the principal and counselors have agreed upon the results and assigned duties and tasks (results agreements), the counselors complete their plans on how they expect to achieve the agreed-upon results. The plan includes the competencies, activities, materials, time for activity completion, who is responsible for each activity, the criteria for success, and how the activity will be evaluated. The plans are negotiated with the principal, at which time necessary modifications are suggested and approval is given. The plans should include progress reports to be submitted to the principal at predetermined intervals.

10. Student Monitoring

Many different processes are used to monitor student progress, including report cards, deficiency/efficiency notices when earned, parent-teacher conferences, and individual counseling conferences for students who do not perform up to academic expectancy. A process is also needed for monitoring the student's progress in acquiring the educational and career planning competencies.

An educational and career planning folder can be used so that each student will have a specific place to record the information needed in educational planning and career choice. The information includes personal strengths, interests, goals, work history, academic history, career selections, and educational plans. The folder belongs to the student; however, it is the counselor's responsibility to plan and implement a program that helps *all students* get the information, record it in the folder, and use it appropriately in planning an educational program and in developing a career plan. It is also the counselor's responsibility to design and implement a program for parents to review their child's individual progress in acquiring competencies in educational planning and career/occupational decision making.

The folder should be started during the student's first year at a school and should follow the student when he or she leaves. It is recommended that the folder be kept for the student in the Career Resource Center or Guidance Center where many of the guidance activities are implemented and where students have easy access to it for recording information and planning. For purposes of monitoring, each entry in the folder should be validated for accuracy and/or demonstration by a teacher, counselor, administrator, or parent.

11. Advisory Council

The advisory council is charged with auditing the guidance goals and objectives and with making recommendations to the school principal or district superintendent and the local board of education (Johnson and Johnson 1987). It is recommended that any school with one or more counselors form a programming advisory council that represents the school community (e.g., parents, teachers, counselors, administrators, students) and that the district also have an advisory council that represents the community (e.g., citizen groups, industry and business, local government, and other community members). It is through the activities of an advisory council that the specific goals and priorities for a school or district are validated by the population being served.

12. Master Calendar

The guidance team at each school should keep a master calendar of guidance events for the school year. Such a calendar is useful in planning activities throughout the year. The calendar can be shared with teachers so that they have knowledge of what and when counselors are contributing. The yearly calendar might also be shared with students and parents so that they can plan and discuss according to what is relevant to them. Copies of the calendar should be shared with appropriate district office personnel and consideration should be given to sharing copies with members of the board of education.

13. Glossary

It is essential that a glossary be completed of all terms that staff, parents, students, and community members might want explained. The glossary is formed by selecting words or terms from the statement of purpose, philosophy, model, goals, competencies, and other guidance-related documents. The glossary should include, minimally, clear definitions of the terms guidance program, counseling, results agreements, purpose, philosophy, goals, competencies, plans, advisory council, learning, developmental stages, community, American Association of Counseling and Development, management, administration, leadership, and systems.

Summary

In order to answer the question, "How are students different because of guidance," the authors have developed results-based guidance and pupil services programs. In making the paradigm shift from guidance programs that center on providing services to programs centered on students' acquiring knowledge, attitudes, and skills, a systems approach is recommended. The system elements include a statement of purpose, a philosophy, a conceptual model, goals, related student competencies, a management system, results agreements, needs identification, results plans, student monitoring, advisory councils, a master calendar, and a glossary. A brief explanation of each element was provided with examples.

References

- Barnes, Ronald E. "An Educator Looks Back from 1966." In *Education and the Future*, edited by L. Jennings and S. Cornish. Washington, DC: World Future Society, 1980.
- Berenson, B.G., and Carkhuff, R.R., eds. *Sources of Gain in Counseling and Psychotherapy: Readings and Commentary*. New York: Holt, Rinehart, and Winston, 1967.
- Brewer, J.M. *History of Vocational Guidance*. New York: Harper and Row, 1942.
- Carkhuff, R.R. *Helping and Human Relations*, vol. 1 of Selection and Training. New York: Holt, Rinehart, and Winston, 1969.
- Dunn, Rita. *Teaching Students through Their Individual Learning Styles: A Research Report*. Reston, VA: National Association of Secondary School Principals, 1982.
- Ficklen, Ellen. "Why School Counselors Are So Tough to Manage and Evaluate." *The Executive Educator* 9, no. 5 (May 1987): 19-20.
- Gazda, George. *Group Counseling: A Developmental Approach*. Boston: Allyn and Bacon, 1972.
- Gysbers, N. "Career Guidance at the Crossroads." In *New Imperatives for Guidance*, edited by G.R. Walz and L. Benjamin. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, 1978. (ED 167 940)
- Hotchkiss, Lawrence, and Vetter, Louise. *Outcomes of Career Guidance and Counseling*. Columbus: National Center for Research in Vocational Education, The Ohio State University, 1987.
- Huff, Thomas P. "Avoiding Hucksters, Fakirs, Gurus, and Other Academic Heretics: Analyzing Outcome-based Educational Programs." *The Clearing House* 59 no. 1 (1985): 16-19.
- Johnson, Clarence D., and Johnson, Sharon K. "Competency-based Training of Career Development Specialists or Let's Get Off the Calf Path." *Vocational Guidance Quarterly* 30 (1982) 327-35.
- Johnson, S.K. and Johnson, C.D. "Evaluation of Guidance Programs." Ellicott City, MD: Howard County Public Schools, 1987.
- Johnson, C.D.; Johnson, S.K.; and Gerstein, M. "Guidance 2000 AD." Annapolis, MD: Anne Arundel County Public Schools, 1987.
- Kiersey, D., and Bates, M. *Results System Management*. Monograph no. 6. Fullerton, CA: California Personnel and Guidance Association, 1973.
- Levell, James Preston. *Secondary School Counselors: A Study of Differentiating Characteristics*. (Doctoral dissertation, University of Oregon). *Dissertation Abstracts International* 26, no. 8 (February 1966): 4452.
- Naisbitt, John. *Megatrends: Ten New Directions, Transforming Our Lives*. New York: Warner Books, 1982.
- Rogers, C.R.; Gendlin, E.T.; Kiesler, D.J.; and Truax, C.B.; eds. *The Therapeutic Relationship and Its Impact: A Study of Psychotherapy with Schizophrenics*. Madison, WI: University of Wisconsin Press, 1967.
- Truax, C.V., and Carkhuff, R.R. *Toward Effective Counseling and Psychotherapy: Training and Practice*. Chicago: Aldine, 1967.
- Wellman, Frank. *The National Study of Guidance Taxonomy of Objectives*. Monograph no. 3. Fullerton, CA: California Personnel and Guidance Association, 1964.
- Whitfield, Edwin. "President's Message." *NVGA Newsletter*, March 1986.

SAMPLE 1

GUIDANCE GOALS AND COMPETENCIES IN THREE DOMAINS

Educational Domain

GOAL: All students in Anne Arundel County Public Schools will acquire and demonstrate competencies in developing an educational program that fulfills their individual learning style, goals, and objectives and provides skills in dealing constructively with and contributing to society.

Each student will acquire and demonstrate competencies in the following:

- Studying and test taking
 - Utilizing resources, exercising rights and responsibilities, and following rules and regulations
 - Problem solving and planning educational programs
-

Studying and Test Taking

Knowledge	Attitudes	Skills
12¹ • Show ability to prioritize demands/tasks • Identify memorizing techniques • Discuss how to prepare for different types of tests • Interpret the meanings of cue words used in tests • Identify how to organize material being tested • Acquire knowledge of how to use test results to diagnose weaknesses in studying techniques • Describe time management techniques in test taking • Identify strongest and weakest academic aptitudes • Explain how to reduce stress in self	• Seek opportunities to broaden and enhance personal knowledge and skills • Use time efficiently to complete assigned work • Use stress reduction techniques • Acknowledge academic aptitudes	• Demonstrate effective study skills • Demonstrate critical listening skills • Manage time in test taking • Demonstrate effective stress reduction techniques • Select school courses that match academic strengths and weaknesses

1. Numbers in this column indicate that competencies are to be demonstrated by the end of this grade level. The appearance of two numbers indicates application to either junior high or middle school. For example, when numbers 9 and 8 appear, competencies are to be demonstrated by the end of grade 9 in junior high school and grade 8 in middle school. When 5 and 6 appear, competencies are to be demonstrated by the end of grade 5 in K through 5 schools and grade 6 in K through 6 schools.

Studying and Test Taking (cont.)

	Knowledge	Attitudes	Skills
9			
8	- Practice time management principles - Describe effective techniques for studying - Identify memorizing techniques - Discuss how to prepare for different types of tests - Interpret the meanings of cue words used in tests - Identify how to organize material being tested - Describe own learning style - Identify own academic strengths	- Accept responsibility for homework - Practice time management in test taking	- Plan and organize for long-term projects - Demonstrate critical listening skills
6			
5	- Explain appropriate environment for homework - Discuss organization of one's time and energy to get things done - Interpret meanings of cue words used in tests	- Complete required work - Work to strengthen academic weaknesses - Use time management skills	- Demonstrate ability to organize time for homework - Demonstrate listening skills - Model memorizing techniques
2	Identify meanings of cue words used in tests		- Organize personal property for the purpose of learning - Demonstrate following directions

Resources, Rights, and Regulations

	Knowledge	Attitudes	Skills
12	- Describe all characteristics of one's school environment - Identify own rights and responsibilities - Describe school environment in terms of rooms and location of personnel - Identify school rules and regulations - List graduation requirements - Know available electives	- Recognize the importance of going above and beyond minimal requirements in certain situations - Accept tentative solutions/decisions to problems - Follow school rules and regulations - Assume responsibility for own behavior - Engage in one or more school-related extra-curricular activities	- Enroll in a course of study to further educational goals - Maintain appropriate classroom and school behavior - Use appropriate resources and opportunities to reach educational goals

Resources, Rights, and Regulations (cont.)

Knowledge	Attitudes	Skills
• Describe course prerequisites • Describe available extracurricular activities • Identify available courses at the vocational-technical center • List university, 4-year college, and community college entrance requirements • Describe educational opportunities available in the local community		
9 • Know courses available at the vocational-technical center • Know graduation requirements • Know available elective courses • Know course prerequisites • Know available extracurricular activities	• Explore alternatives willingly • Follow school rules and regulations	• Engage in appropriate classroom and school behavior
6 • Identify the role and location of selected school personnel	• Consider viewpoints of others willingly • Use the Media Center resources	• Maintain appropriate classroom and school-related behavior
2 • Identify the location of the school's resources, e.g., principal, Media Center, etc. • Recognize the roles of various school personnel • Know the school and classroom rules and regulations	• Engage in appropriate classroom behavior	• Maintain appropriate classroom and school-related behavior

Problem Solving and Planning

	Knowledge	Attitudes	Skills
12 ¹	• Prioritize educational needs • Describe the systematic problem-solving elements • List the parts of a systematic planning process • Demonstrate an awareness of decisions made by students using group and individual activities • Describe the brainstorming process • Recognize the relationship of personal goals and expectations to short- and long-term consequences of actions	• Search for alternative solutions to problems • Plan effectively • Accept consequences of decisions	• Solve problems systematically • Demonstrate use of brainstorming techniques in problem solving • Use planning techniques in reaching educational goals • Use planning skills to select and implement an educational program with emphasis and electives that are consistent with measured abilities, interests, and short- and long-range educational goals • Evaluate current educational program to determine success in meeting personal needs and goals
9			
8	• List the elements of systematic problem solving • Demonstrate awareness of specific decisions and the consequences of each of the decisions made by groups and individuals	• Search for alternative solutions to problems • Use planning skills in completing expected work	• Solve problems systematically • Demonstrate brainstorming techniques • Use planning techniques in completing educational goals
6			
5	• Name problem-solving elements of needs, solution requirements, alternative solutions, task analysis, and evaluation	• Engage in systematic problem solving • Participate in classroom problem-solving and planning process	• Demonstrate brainstorming techniques in problem solving • Assess consequences of each alternative solution to a problem
2	• Describe problem-solving processes	• Participate in classroom problem-solving and planning processes	

Career/Occupational Domain

GOAL: All students in Anne Arundel County Public Schools will acquire and demonstrate competencies in planning and preparing for a career that relates to their career/occupational goals and objectives and to their assessed aptitudes, attitudes, and interests.

Each student will acquire and demonstrate competencies in the following:

- Knowledge of personal characteristics
 - Knowledge of the world of work
 - Career decision making and planning
 - Finding and keeping employment
-

Knowledge of Personal Characteristics

Knowledge	Attitudes	Skills
12 • Describe career/occupational interests, aptitudes, work values, and talents	• Acknowledge contributions of self and others	• Develop a profile of personal characteristics based on school work, test results, and extra-curricular activities² • Select and enroll in required and elected courses that match assessed career-related interests, aptitudes, and talents • Evaluate attitudes and behaviors and their effect on functioning in work situations
9		
8 • Identify personal career/occupational interests, aptitudes, and talents • Identify positive attitudes toward work • Recognize that schooling is necessary for future careers • Identify sources for information about self	• Select elective courses that relate to assessed career/occupational interests, aptitudes, and talents • Demonstrate an understanding and appreciation of own skills, interests, and attitudes	Demonstrate assessment and consideration of interests, aptitudes, and talents • Develop an individual career plan or profile that includes high school program selections, tentative career goals, and alternative ways to reach those goals using personal characteristics and career information²

2. Guidelines will be developed prior to implementation.

Knowledge of Personal Characteristics (cont.)

Knowledge	Attitudes	Skills
• Recognize that each individual is a consumer, producer, and citizen and, as such, has certain rights and responsibilities • Identify personal work strengths and competencies		• Analyze abilities and interests in terms of desired occupational areas
6 5 • Compare personal characteristics with those of others	• Complete work on time, neatly, and in its entirety • Work cooperatively with team members to complete tasks • Use competencies in completing tasks • Demonstrate appreciation for contributions of self and others	• Relate interests and abilities to specific occupational roles
3 2 • Describe work-related personal characteristics • Identify attitudes and behaviors that help in performing a task • Identify people who are working together toward a common goal and explain how the work of each person contributes to the achievement of that goal	• Demonstrate acceptance of others' interests and abilities	
K • Identify basic economic needs and wants and discuss how these are provided • Identify and discuss reasons why some work activities are personally satisfying		

Knowledge of the World of Work

	Knowledge	Attitudes	Skills
12	• Demonstrate knowledge of the nature, structure,² and requirements of work • Describe the basic requirements for employment in specific jobs (e.g., special tools, clothing)² • Identify and describe various ways of entering the world of work (e.g., vocational training, apprenticeship, cooperative education)² • Identify the skills, knowledge, and training required for major occupational categories • Identify criteria for selecting programs, schools, and courses designed to prepare an individual for a job • Identify educational opportunities available in selected careers • Identify occupations that relate to personal interests, aptitudes, and values		• Utilize school and community resources to obtain career information
9			
8	• Demonstrate a knowledge of the world of work through occupational categories or career clusters and the associated jobs and requirements • Describe three career clusters • List five jobs in each of the three clusters • List the knowledge, training, and skill requirements in each of the five jobs in the three clusters² • Identify school subjects that help develop skills, knowledge, and training needed in specific jobs²		• Use occupational information-seeking skills to match occupational/career requirements with worker traits • Classify workers into occupational areas and characterize them as producing goods or services • Analyze various work activities in terms of the processes, skills, and concepts derived from basic education necessary to their accomplishment

Knowledge of the World of Work (cont.)

Knowledge	Attitudes	Skills
• Identify job characteristics that may affect career choice (schedule, benefits, conditions) • Recognize that several types of individuals may perform in the same job or occupation • Recognize that a range exists of the abilities, interests, and personality traits required for a given job or occupation		
6 5 • Demonstrate knowledge of broad categories of work and workers (e.g., health workers, food producers, community workers, salespersons) • List the advantages that people derive from their work • Identify 10 career clusters and list three different jobs in each • Develop an awareness of behavior that is appropriate for a particular work situation		• Classify workers into occupational areas and characterize them as producing goods or services
2 • Describe the work done by various kinds of people in the community (e.g., mail carrier, sanitation worker, nurse) • Identify the different kinds of work people do in the home, school, and community • Identify the skills, tools, and materials needed to perform a job		

Decision Making and Planning

Knowledge

- 12 • Examine plans and choices to be made to use available resources effectively, both as consumers and as producers
- Identify employers and job opportunities in the local and surrounding communities
 - Match local occupational opportunities with personal interests and abilities
 - Identify job characteristics that may affect career choice (e.g., benefits, working conditions), including nontraditional occupations
 - Identify occupations that relate to personal interests, aptitudes, and values²
 - Demonstrate the ability to evaluate programs designed to prepare an individual for a particular job (e.g., private trade school, apprenticeship)
 - Develop a profile of personal characteristics based on school work, test results, and extra-curricular activities²
 - Identify alternative personal career goals²
 - Identify alternative ways for reaching career goals (immediate and long-range)²
 - Demonstrate skills in using school and community resources to obtain career information
 - Develop long-range career goals (3-5 years) as part of the career plan

Attitudes

- Participate in a realistic work situation as part of the school program or as a worker in the community

Skills

- Select educational and training programs in terms of needs, interests, abilities, and values that will assist in converting vocational preference into reality
- Demonstrate the ability to identify and relate personal qualities to employment
- Demonstrate career planning and development skills
- Demonstrate the ability to perform and to learn satisfactorily in a work setting
- Project a career plan that will reflect abilities and interests

Decision Making and Planning (cont.)

	Knowledge	Attitudes	Skills
9			
8	• Identify the major elements of a career plan • Recognize that one's goals and the methods of attaining those goals may change • Recognize that career decisions begin early and continue throughout one's lifetime • Recognize the importance of alternatives in any plan • List sequentially the steps and procedures involved in making education and career decisions² • List four kinds of information needed to make career decisions • List four kinds of information needed to make career decisions • Identify three community or school sources of career information²	• Explore a wide range of careers as they reflect interest and abilities • Use planning and decision making competencies in reaching personal goals	• Make tentative occupational choices in terms of interests, capacities, and values • Demonstrate decision-making skills • Develop an individual career plan or profile that includes high school program selections, tentative career goals, and alternative ways to reach those goals²
6			
5	• Describe elements of decision-making • Describe elements of planning • Identify kinds of information needed in career decision making	• Use information-seeking skills in making decisions • Finish steps/tasks of plan on time	• Use planning skills in goal attainment activities • Locate and use information needed in career decision making
2	• Describe elements in making a decision	• Use decision-making elements in classroom activities	• Plan classroom-related projects

Finding and Keeping Employment

Knowledge	Attitudes	Skills
12 • Identify qualities and skills that employers commonly seek in job applicants² • Identify educational opportunities available in selected careers² • Describe the importance of time in a work setting² • Describe the necessity for correct appearance, punctuality, and task completion • List the major elements in locating work • Describe the competencies needed to apply for work • Describe the competencies needed to keep a job	• Be punctual with work assignments • Use Career Resource Center materials in job finding and job keeping • Cooperate with others in completing tasks • Dress appropriately • Follow rules and directions	• Demonstrate accurate resume completion • Demonstrate competence in correctly completing a work application • Demonstrate skills, attitudes, and behaviors important for a job interview² • Demonstrate the ability to apply basic skills in a work setting • Demonstrate basic entry-level skills related to finding and keeping employment • Demonstrate responsible behavior appropriate for a particular work setting²
9 8 • Identify qualities and skills that employers often seek in job applicants • Identify potential work opportunities in neighborhood	• Demonstrate willingness to accept responsibility for one's actions • Follow rules and directions	• Analyze an occupation for desired worker traits • Identify and practice attitudes and behaviors that generally apply to any work situation • Demonstrate ability to plan work, carry out the plan, and evaluate the effectiveness of the plan • Demonstrate interpersonal and human relations skills necessary for successful employment
6 5 • Describe worker traits	• Follow rules and directions • Complete work • Work as a team member	• Follow rules and directions
2 • Name good worker traits	• Demonstrate personal pride in work accomplished • Demonstrate punctuality and good attendance	• Demonstrate basic work habits and skills (i.e., interpersonal relationship skills, punctuality) • Demonstrate ability to respond positively to direction and instruction

Finding and Keeping Employment (cont.)

Knowledge

Attitudes

Skills

- Demonstrate ability to relate to peers and teachers
- Follow classroom rules

Personal Social Domain

GOAL: All students in Anne Arundel County Public Schools will acquire and demonstrate competencies in effective interpersonal communication and in recognition of the contributions by self and others.

Each student will acquire and demonstrate competencies in the following:

- Effective interpersonal communication
 - Recognizing own and others' contributions
-

Effective Interpersonal Communication

Knowledge

Attitudes

Skills

- | | | |
|---|---|--|
| 12 • Recognize patterns of nonverbal behaviors
• Identify own communication style
• Identify the ways in which physical and social environment affects one's attitudes toward self, others, and ways of living
• Identify persons and organizations from whom one can get assistance with personal concerns | • Appreciate unique differences of self and others
• Respect each individual's worth and dignity
• Recognize feelings of others | • Use alternative behaviors in dealing with own needs and feelings
• Use skills needed to manage interpersonal relationships
• Demonstrate skills for resolving interpersonal conflict
• Use styles of interaction that contribute to individual and group goals
• Use communication style in contributing to others |
| 9 • Identify personal and interpersonal communication style
• Recognize the patterns of one's beliefs and the behavior patterns associated with them?
• Recognize the effect of one's behavior on others | • Contribute to one or more school-related groups
• Recognize feelings of others | • Demonstrate appropriate communication skills in interpersonal relationships
• Demonstrate effective listening skills |

Effective Interpersonal Communication (cont.)

Knowledge	Attitudes	Skills
6 • Recognize individual capabilities and limitations as related to individual roles • Identify the ways in which physical and social environment affects one's attitudes toward self, others, and ways of living	• Recognize feelings of others • Belong to a school-related social group • Recognize that others see one differently from how one perceives self	• Demonstrate listening skills • Model specific communication styles • Use <i>appropriate</i> coping responses during times of personal stress
3 • Identify communication patterns of self and others • Describe requirements for getting along with others	• Recognize feelings of others • Recognize that others may be trusted • Demonstrate a respect for one's environment and the property of others • Cooperate in work and play	• Use appropriate styles of communication with classmates

Recognizing Own and Others' Contributions

Knowledge	Attitudes	Skills
12 • Identify one's need to belong to a group • Identify one's need to belong to a group • Identify ways to capitalize on personal strengths • Prioritize own needs • Identify needs of various societal groups		• Use social behaviors that show responsibility and independence • Use communication style and personality type in contributing to others
9 • Identify one's need to belong to a group • Identify own personal strengths	• Search for alternatives in fulfilling personal needs • Contribute to one or more school-related groups	• Use social behaviors that show responsibility and independence
6 • Describe one's need to belong to a group • Identify various alternatives for contributing to other students	• Show respect for others as individuals of worth and dignity	• Follow rules, accept direction, and take responsibility
3 • Identify various alternatives for contributing to other students	• Indicate a wholesome attitude toward self	• Follow rules, accept direction, and take responsibility

How to Improve a School Guidance Program

Norman C. Gysbers
Professor
Counselor Education Department
University of Missouri-Columbia
Columbia, Missouri

School counselors are expected to be involved in a greater number and variety of guidance and counseling activities than ever before. They are expected to work in the curriculum; conduct placement, follow-up and follow-through activities; do specialized testing for various groups; and do community work with business and industry personnel. In addition, they are expected to continue such activities as crisis counseling, teacher and parent consultation, and testing, scheduling, and other administrative and clerical duties.

They may want to respond to these new expectations but often find that the pressure of their existing duties interferes with or actually prevents them from doing so. At the same time, they find that many current organizational patterns place guidance in the category of ancillary services. What is worse, this reinforces the practice of having them do quasi-guidance tasks because such tasks can be justified as being of service to someone.

The challenge that counselors face, therefore, is to make the transition from the ancillary services concept of guidance to that of a comprehensive, developmental program—a program that is an equal partner with other programs in education. Making this transition is a complex and difficult task because it involves carrying out duties mandated by the current organizational structure at the same time as planning and trying out new duties derived from a new organizational structure. It can be done, but it is difficult, time consuming, and often frustrating. In a real sense, counselors are caught in the situation of trying to remodel their program while they are living in it.

As we enter the late 1980s and look beyond, it is clear that traditional approaches to organizing guidance in the schools are giving way to a newer approach. What does this newer approach look like? What are the assumptions on which it is based? First, guidance is a program. As a program, it has characteristics similar to other programs in education, including the following:

- Learner outcomes (competencies) in such areas as self-knowledge and interpersonal relations, decision making and planning, and knowledge of life roles, including worker and learner roles
- A curriculum that includes activities and processes to assist learners in achieving these outcomes

SOURCE: Parts of this paper were adapted from an article titled "How to Remodel a Guidance Program While Living in It: A Case Study" by Mark Hargens and Norman C. Gysbers. It appeared in the November 1984 issue of the *School Counselor* (volume 32, number 2).

- Professionally recognized personnel
- Materials and resources

Second, guidance programs are developmental and comprehensive. They are developmental in that guidance activities are conducted on a regular and planned basis to assist young people and adults in achieving specified competencies. Although immediate and crisis needs of individuals are to be met, a major focus of a developmental program is to provide individuals with experiences to help them grow and develop. Guidance programs are comprehensive in that a full range of activities and services are provided, including assessment, information, counseling, placement, follow-up, and follow-through.

Third, guidance programs focus on the development of individuals' competencies, not just the remediation of their deficits. To some, a major focus in guidance is on the problems individuals have and the obstacles they may face. This emphasis is important, but it should not be dominant. If it is emphasized in isolation, attention often focuses on what is wrong with individuals, not what is right. Obviously, problems and obstacles need to be identified and remediated, but they should not overshadow the existing or potential competencies of individuals. A major emphasis in guidance programs should be on helping individuals identify the competencies they already have and assisting them in developing new ones.

Finally, guidance programs are built on a team approach. A comprehensive, developmental program of guidance is based on the assumption that all staff are involved. At the same time, it should be understood that professionally certified counselors are central to the program as coordinators. In this role, they provide direct services to individuals, as well as work in consultative relations with other members of the guidance team.

The Improvement Process

With these assumptions in mind, you may be wondering at this point: Can school counselors actually improve their programs? If so, what steps and issues are involved? What follows is a brief review of these steps and issues.

Decide You Want to Change

To begin the improvement process, it is imperative that the school counselors involved make a decision that they want to change. They need to decide to take charge of their own destiny rather than leave it to fate or for others to decide. This may take some time, but after obtaining consensus (albeit reluctantly perhaps on the part of some) regarding the need for change and the fact that change could and should take place, endorsement is then obtained from administration.

Get Organized

Once a decision has been made that program improvement is necessary, an improvement plan is established. Depending upon the size of the district, this may involve forming a steering committee made up of counselors from each level involved. The major task of this committee is to oversee the improvement process from beginning to end. In addition, an advisory committee made up of school and community members also should

be considered. The major task for this group is to provide advice and counsel as well as support and encouragement. In one school district, the functions of these two groups were combined into one; the committee members consisted of a school board member, a high school principal, two parents, an elementary teacher, an elementary social worker, several high school counselors, and the director of pupil personnel services.

Select Your Improved Program Structure

One of the first decisions needed at this phase of the program improvement process is a decision concerning overall program structures. What should that structure be? Traditionally, the answer has been the services model (orientation, assessment, information, counseling, placement, and follow-up), the process model (counseling, consulting, and coordinating), and the duties model. Perhaps your current program uses one of these or some combination of the three. It is suggested that in place of these structures, a new structure be adopted, a structure more in keeping with the developmental approach to guidance. The suggested components are as follows:

- **Structural Components**

- *Definition.* The definition identifies the centrality of guidance within the educational process and delineates, in outcome terms, the competencies individuals will possess as a result of their involvement in the program.
- *Rationale.* The rationale discusses the importance of guidance as an equal partner in the educational process and provides reasons why individuals in our society need to acquire the competencies that will accrue to them as a result of their involvement in a comprehensive, developmental program.
- *Assumptions.* Assumptions are principles that shape and guide the program.

- **Program Components**

- *Guidance Curriculum.* The guidance curriculum contains the majority of K-12 guidance activities. The curriculum contains the competencies to be developed by students and the activities to assist students in achieving the competencies. It is designed to serve all students.
- *Individual Planning.* Included in this component are guidance activities to help students understand and monitor their growth and development and take their next steps, educationally or occupationally, with placement and follow-through assistance.
- *Responsive Services.* This component includes such activities as personal crisis counseling, information giving, and consulting with staff and parents.
- *System Support.* Included in this component are activities necessary to support the efforts of the other three program components. Such activities as staff development, community research development, and student assessment are included.

Assess Your Current Program

This step involves generating a list of all the activities school counselors are involved in during the course of a school year. As this process unfolds it will become apparent that some activities listed as guidance activities are, in reality, school maintenance activities, not student development activities. Over the years, they may have been assigned to the guidance department for one reason or another, without much thought given to how they fit together as a guidance program. These activities become the target for displacement as the improved program is implemented.

This step also involves keeping track of staff time during randomly selected weeks of a school year. It is recommended that the four program components be used as categories to keep track of the time. This provides the opportunity to see how time is currently spent in each area and to project the desired amounts of time for the improved program.

Decide on Student Competencies and Guidance Activities

At this point, but often earlier, consideration is given to the learner outcomes (competencies) of the program. It is recommended that an appropriate number of student competencies (from 15 to 19) be chosen to be acquired by the end of specific blocks of time,—for example, by the end of grade 6, grade 8, and grade 12. It is further recommended that the competencies focus on such topics as self-knowledge and interpersonal skills, career planning and decision making, knowledge of life roles (including the work role, study skills, learning-to-learn skills), and the like. Although most of these competencies will be attended to as a part of the guidance curriculum, activities in the other program components will help students acquire them too. Once student competencies have been identified, the next step is to choose appropriate guidance activities and resources that will aid students in acquiring the competencies.

Modify Guidance Program Facilities

The facilities required by an improved guidance program are somewhat different than those required by a traditional program. More open space; space for educational, occupational, and personal-social information; space for computerized information systems; and space for small-group activities are required. When and where possible, a guidance resource center or career center becomes the activity center for the guidance program. Thus, if your space was designed for the more traditional program (often around a more medical/clinical model), the challenge is to change that space to a center concept, a place where students can browse, can be included in small- or large-group activities, and can be accommodated in an individual counseling situation.

Decide What Stays and What Goes

The improved program is not an add on to the current program. Decisions need to be made about which activities from the current program are to be displaced to make room for the desired activities of the improved program. Information gathered from the staff time analysis forms the basis for making decisions. A comparison is made between time spent by counselors in the current program and what the staff feels should be spent. Those activities

that do not fit are displaced. It is important to note that the decisions made about what stays and what goes are based on the assumption that counselors are working 100 percent of their time in the current program and that the improved program requires a redistribution of that time.

Develop Time/Activity Schedules

An important step at this point is the development of time and activity schedules. Here counselors lay out, on a weekly or monthly basis, the activities in which they are involved. It is recommended that these schedules be distributed widely, particularly to administrators and teachers. This provides them with an indication of the guidance program and the time involvement of counselors as they carry out the program.

Initiate Staff Development and Public Relations

Often, because of new tasks involved in the improved program, the skills of the counseling staff will need to be updated. Frequently, the challenge of carrying out the guidance curriculum presents the greatest opportunity for conducting staff development. How are structured groups conducted? How are lesson plans constructed? These are the most often-asked questions. In addition, the continuing challenge of meeting the needs and crises of young people and their parents also requires staff development. Single parents, eating disorders, and substance abuse are but a few of the topics that require continued attention.

Public relations activities should also be initiated at this point. Good public relations begins with the establishment of a solid and sound guidance program. Once the establishment of the program is well underway, then various public relations activities should be initiated to inform school personnel and the community about the changes that have taken place. The advisory committee discussed previously can be a major source of public relations assistance.

Evaluate Your Improved Program

Evaluation often is considered the last step in the program improvement process. Right? Wrong! This statement is wrong because the entire program improvement process is evaluation based. Evaluation is ongoing, providing continuous feedback during all steps of the process (formative evaluation). Evaluation is not something done only at the end of a program in order to see how it came out (summative evaluation).

This means that as the improvement process is underway, procedures are set in place to monitor and report progress. Be alert to possible unanticipated side effects. At the same time, begin establishing program standards for activities in each of the program components and the evidence that would be necessary to meet these standards. In effect, the improved program structure becomes the basis for the evaluation of the program and the counselors' roles in it. Thus counselors are not just evaluated on personality variables; they are also evaluated based on their performance in carrying out the guidance program.

Some Final Points

It is important to remember that the guidance program structure should not be adopted without paying attention to the basic assumptions that form its foundation. For example, one assumption might be that "a guidance program is developmental." Another could be that "a guidance program is an integral and mainstream part of the overall educational program of the school."

In addition, a comprehensive, developmental program, by definition, leads to a guidance curriculum and structured group experiences for all students. Such a program deemphasizes administrative and clerical tasks, one-to-one counseling only, and limited accountability. Such a program is proactive rather than reactive. The counselors who staff it are expected to do more than be in their offices waiting for students to drop in. They have a guidance curriculum to implement and therefore are busy and unavailable for unrelated administrative and clerical duties. They are still expected to do personal and crisis counseling but, in addition, are developing and initiating activities for all students.

Being involved in improving a guidance program may seem overwhelming, but the rewards can be great. More pride in being a counselor often is evident. More support for guidance is generated because guidance is no longer seen as an ancillary service. Instead, it is understood as an essential partner. Most important of all, students, parents, teachers, administrators, and the community are served more effectively.

Improving Your Career Guidance Program: A Competency-based Curriculum Approach

Patricia Henderson
Director of Guidance
Northside Independent School District
San Antonio, Texas

The decision makers of Northside Independent School District (NISD), working with an enrollment of approximately 45,500 students, determined that the guidance program needed improving in its 9 middle schools serving sixth, seventh, and eighth grades. They wanted the guidance program and counseling staff to serve all the students and knew that changes needed to occur for this to happen. The goal is to help all students grow by providing the best program possible with the resources available.

The district committed itself to implementing an extensive guidance program improvement effort to ensure that the changes made were, indeed, the right changes. They decided from the beginning that a developmental, competency-based, comprehensive program was needed. The resulting effort is designed to help students anticipate problems, be equipped with the skills and information they need to solve them, understand the changes they are experiencing, and have the competence to succeed in life. This effort has had an important impact at the middle school level. Three basic questions have been addressed:

1. What help do middle school-aged students need to facilitate their growth and development?
2. What is the "best" guidance program and how do we change our program to attain it?
3. Have we succeeded in doing what we intended?

Each question is discussed in the subsequent pages.

Question 1: What Help Do Middle School-aged Students Need to Facilitate Their Growth and Development?

The basis of a developmental guidance program is to attend to the developmental needs of the children or youth with whom you are working. Before a program can be implemented, conscious decisions must be made about which student needs you are willing and able to address. Six "basic skills" were identified by NISD counselors and

administrators as the responsibility of the comprehensive guidance program. The program focused on helping students develop, maintain, and apply the skills needed to—

- understand and respect themselves and others;
- behave responsibly in the school, the family, and the community;
- make wise choices, manage change in life successfully, and solve problems;
- use their educational opportunities well;
- communicate effectively;
- plan and prepare for personally satisfying and socially useful lives.

These basic skills are very broad and other decisions were made to narrow their scope. For the middle school guidance staffs, the next question was, "Within this content framework, in what areas do early adolescents need help?"

The fact that early adolescents are changing in many ways would suggest that they need much from the guidance and counseling program. One of our high schools asked its ninth graders to identify areas in which incoming freshmen needed help. In rank order, they identified the following:

1. Deciding on a career to pursue after graduation
2. Improving study habits
3. Knowing how to get into college
4. Knowing where to get help for special problems
5. Solving problems that concern them
6. Making good decisions
7. Dealing with depression

We restudied what psychological theorists—Freud, Piaget, Werner, Ellis, Maultsby, Kohlberg, Erickson, Super, Thornburg, and their descendants—have learned about this age group. In summary, they identified changes in four major developmental areas:

- *Physical*—including size, stature, reproductive system, and brain growth
- *Intellectual*—including cognitive and moral development and reasoning capacity
- *Social*—including social and family roles, cultural demands by peer groups, social consciousness, vocational development, and awareness of the future
- *Personality*—including self-concept and emotional development, self-control, and reorganization of self

We coalesced those thoughts with what some of our most skilled middle school counselors said they had learned about their students. Six theme areas emerged in which our students need help from the middle school guidance program:

- Recognition of the issues attendant to the students' stages of physical development
- Management of change based on recognition of the transitional nature of early adolescence
- Recognition of the value of learning and the students' increased intellectual capacities—including their ability to learn and practice decision-making skills

- Management of conflicts between the standards established by families, those imposed by the culture including the peer culture), and those emerging from within the individual, and appreciation of the "human condition": that everyone is mortal and no life is free from unhappiness, conflict, and trials
- Development of friendships and healthy peer relationships
- Support to individuals as they reorganize their self-concept, with emphasis on helping them manage the various aspects of their lives as parts of the whole, including exploring their vocational potentialities (encompasses Super's concept of "vocation as self-expression")

Given this narrowed field or scope, the next step was to determine the most appropriate *sequence* of learning for the students at each grade level. The basic outcomes for student achievement at each grade level had to be specified. Figure 1 displays an example of the scope and sequence for helping students learn to use decision-making skills.

We decided to start our curriculum development efforts with decision making because it is basic to managing change, solving problems, and planning for the future. It also is one of the best developed guidance content areas.

Question 2: What Is the "Best" Guidance Program and How Do We Change Our Program to Attain It?

The best program is one in which the resources are organized for maximum effectiveness and focused to meet students' needs according to consciously determined priorities. In order to design the best program for middle school students, pertinent questions needed to be answered, such as, "How do we help all students learn to use these skills?" "How do we especially help those who have difficulty learning them?" "What are the best uses of our special counseling and guidance skills?" The counselors' time and talent are the basic resources of the guidance program.

A way to focus this inquiry is by adopting a model. We selected the comprehensive guidance program model as the "ideal" to consider. A comprehensive guidance program is one that meets the following conditions:

- Assists *all* students (developmental, preventive, remedial)
- Helps all students develop in *all* guidance content areas (personal, social, career, and educational)
- Has defined *all seven program components* (rationale, assumptions, definition, curriculum, individual planning, responsive services, system support)
- Is articulated across *all* levels (elementary, middle, and high school)
- Uses *all* staff in roles appropriate to their training and competence (counselors, teachers, administrators, paraprofessionals, and volunteers)
- Is integrated with *all* other programs (including regular, special, and vocational education)
- Is developed through the program development process (planning, designing, implementing, and evaluating).

Some definitions that we needed to clarify were those regarding the three levels of student needs (developmental, preventive and remedial) and the four components of the program (curriculum, individual planning, responsive services, and system support).

III. Students will develop decision-making skills.

A. Make wise decisions

1. Students will be aware of how decisions are made.

Students will—

- describe actions that they do not appreciate when performed by others,
- describe those things they have learned that are helpful in making choices (i.e., talking to others, profiting from mistakes),
- define *attitudes* and *beliefs* and describe the effect they have on decisions,
- define *values* and describe their own values,
- become aware of the value of systematic decision making.

2. Students will explore use of the process.

Students will—

- analyze how attitudes and values influence their choices,
- describe the decision-making process,
- compare and contrast others' values,
- predict how their values will influence their decisions pertaining to life-style,
- describe decisions they have made that were based on their attitudes and values,
- summarize the importance of understanding their attitudes and values and how those attitudes and values affect their life choices,
- apply the steps in the decision-making process to given situations.

3. Students will implement the decision-making process.

Students will—

- realize that they use a decision-making process each time they make a choice;
- use decision-making skills in relation to school work, extracurricular activities, friends, finances, and personal issues;
- choose to use their time wisely (both structured and leisure);
- choose appropriate courses through middle school and high school;
- take responsibility for their decisions;
- evaluate their decisions and profit from their mistakes.

	K	1	2	3	4	5	6	7	8	9	10	11	12
a.										T			
b.										T			
c.						T	E			E		E	
d.						T	E			E		E	
e.					T		E						
a.					T	E			E		E		
b.					T	E	E				E		
c.					T			E			E		
d.									T		E		
e.					T			E			E		
f.						T			E		E		
g.					T	E							
a.						T	E			E			
b.						E	E	E	E		E		
c.						T				E		E	
d.								T	E	A	A	A	A
e.						T			E	A	A	A	A
f.									T	E	A	A	A

T = teach E = expand A = apply

Figure 1. Decision-making skills: curriculum, scope, and sequence

Student Need Levels

- *Developmental*—helping students make healthy progress through age-appropriate developmental tasks
- *Preventive*—responding to students who indicate that their healthy progress *might* be interrupted
- *Remedial*—responding to students who indicate that their healthy progress *has been* interrupted

Program Components

- *Guidance Curriculum*—The means by which all students with developmental needs are assisted systematically in developing knowledge, understanding, and skills identified as necessary to enhance their personal, social, career, and educational development.

Sample outcome: All seventh-grade students will list the eight steps in the decision-making process.

All seventh graders will use the eight steps in the decision-making process to make a choice in a counselor-given lesson.

Program strategy: eight guidance lessons.

- *Individual Planning*—The means by which each student with developmental needs is provided information and is assisted in applying the skills needed to make plans and to take the next appropriate steps toward his or her established goals.

Sample outcome: All eighth graders will use the 8 steps in the decision-making process to develop their 4-year high school plan.

- *Responsive Services*—The means by which some students, for example, those with preventive and remedial needs, are assisted in solving immediate problems that interfere with their healthy personal, social, career, and educational development.

Sample outcome: Those eighth graders, approximately 15 percent of the total, who are unable to apply the decision-making process will be able to select their ninth-grade courses.

Program strategy: small-group guidance sessions or one-to-one counseling.

- *System Support*—The means by which the educational system supports the guidance program, and the means by which the guidance program supports the other educational programs.

Sample outcome: All teachers will know the eight steps in the decision-making process being taught by counselors.

Program strategy: one inservice training session.

At Northside we decided that since we want all our students to benefit from the unique knowledge and skills of the school counselors, our top priority for attention is the students' developmental needs. We then determined that the *curriculum* component is the most efficient and effective part of the program for meeting all students' developmental needs. The curriculum is also basic to the implementation of the other three components.

Students need to learn the basic skills before they can apply them in making their individual plans or in solving their problems. The other staff members need to know what we are teaching before they can support our efforts effectively.

The next step was to determine how our current program was designed as compared or contrasted with our established priorities. We had assessed how the counselors were allocating their time to the program components; we now contrasted that with what was desired. Our findings are displayed in table 1.

TABLE 1
MIDDLE SCHOOL GUIDANCE PROGRAM
PERCENTAGE OF COUNSELORS' TIME PER PROGRAM COMPONENT

	CURRENT	DESIRED
Guidance Curriculum	8	30
Individual Planning	29	30
Responsive Services	31	25
System Support	32	15

Thus, some changes were required.

It is my belief that slow, cautious change better ensures your making the right change decisions. The time it takes to make needed changes depends on the scope of the change you are making. We renovated our entire program during a 5-year period. If you are focusing your changes on adding an already-agreed-upon career development focus and if you have new resources to apply (e.g., the money for materials to support the new strategies), then you can move more quickly, but you still need to plan your new strategies carefully.

Changing your program entails three elements:

1. Involve people who will be affected by the change in the planning.
2. Define explicitly what changes are to occur.
3. Plan how the changes will occur.

Involving the people who will be affected by the change means that there is consensus to change. The changees must feel that what is currently happening is not adequate and that what will occur is worthwhile. They must have a vision of how the program will be better. Those who are affected by changes in the guidance program include the counselors themselves, administrators, teachers, students, and parents.

Defining explicitly what changes will occur entails describing the program strategies that will make up the new aspects of the program. Program objectives must be written at this point. A reminder: program objectives include not only a statement of the outcome that a student will attain but also what the "treatment" will be—who will do what and what materials will be used—and what level of student mastery will be accepted as proof that the outcome has been attained. For example, as a result of 8 counselor-taught guidance lessons using the *Deciding* materials (Gelatt, Varenhorst, and Carey 1972), 85 percent of all seventh graders will be able to apply all 8 decision-making steps in a counselor-given choice situation.

Planning how the change will occur entails developing an "action plan" for incorporating the new strategy into the program. An action plan details what tasks need to be done to effect the change, who will be responsible for doing each task, and the time schedule for accomplishing them.

Question 3: Have We Succeeded in Doing What We Intended?

Whether the entire program is being changed or a new set of career development strategies is being incorporated into the program, evaluation of the success of the endeavors must be done. If the program has been planned and described concretely, legitimate evaluation can occur. Program evaluation includes evaluating the various program strategies as well as the total, comprehensive program.

Evaluation, by definition, is the investigation of something's merit, worth, or value. The purpose of evaluation is make decisions about future actions. Evaluation is based on data collected and entails the application of standards. For program strategies, these standards are established in the development of program objectives.

There are six steps or processes in evaluation. They are as follows:

1. Gather *facts* about what is being evaluated.

Example: Teaching decision-making steps to seventh graders. One way to gather facts in this situation would be to give students a choice situation at the end of the eighth lesson and ask them to apply the steps that have been taught. You would then have the facts needed to evaluate whether you have taught them and whether they have learned to apply the steps. You might find, for instance, that 93 percent used all 8 steps, 4 percent used 7 of the steps, and 3 percent used 6 of the steps or fewer.

2. Apply *values*— the criteria or standards previously defined.

Example: Having gathered the data, you would now interpret them by applying the previously identified criteria or standards. For the above example, the standard set in the objective was for 85 percent of the students to master use of all 8 steps.

3. Draw *conclusions* that follow from the data and support the evaluation—in other words, make a judgment.

Example: Since 93 percent of the students learned the 8 steps, the objective was met. Further analysis of the data might show you that of the 7 percent of students who did not attain the objective, none of them could apply step 4 "assign personal values to each choice option."

4. Consider *contextual* realities—meaning an analysis of the circumstances.

Example: The 7 percent of the students who could not assign personal values to the options are those who often make unwise choices and seem to have no sense of the future.

5. Make *recommendations* as well as commendations (i.e., apply the evaluation judgments).

Example: Commend yourself for having taught the steps very well. Recommend that a small-group counseling series be conducted to assist the 7 percent of the students in clarifying their career-related values.

6. Act or plan to act. Devise an action plan for the next activity.

Example: Develop the objective for and plan the group counseling strategy.

Another goal of program evaluation is to assess if optimal use is being made of the resources available for helping students achieve established outcomes. At Northside, a self-study process is used similar to that of the regional accreditation associations.

The Guidance Program Self-Study document provides a vehicle that guides counselors through the steps in the evaluation process. The counseling staffs on each campus are asked to describe their programs, or gather data, for the year just completed (e.g., the number of guidance lessons taught, the topics of the lessons, the outcomes of the individual planning system activities, the number of students benefitting from the responsive services, the priority topics addressed). They then rate themselves according to the standards set in the district *Framework* and draw conclusions about their campus program. After considering the needs of their local community and particular campus, they then make recommendations for program improvement goals for the following school year.

Conclusion

Middle school and junior high school students—the students *you* serve—are at a place in their lives developmentally where they need guidance and counseling most. We can assume that they are in complete upheaval. They are wondering who they are: a child with a teddy bear, an adult with a wallet full of money, or a teenager wearing \$50 jeans. They are faced with difficult social choices: whether to be a "jock," a "sosh," a "head," or a "school boy." They are beginning to sense that they will have a future beyond the next minute and can see that there are many options before them: whether to be a garbage collector earning \$21 per hour or to be like a favorite teacher and help other kids like themselves. Finally, they are insecurely wondering how capable they are. For even the brightest, some work does not come easily now; for all, the level of intellectual development that they can seek to attain is clear to them.

Individuals in the throes of such personal, social, physical, and intellectual change need guidance and counseling. The challenge to you is to help your students grow by—

- being clear about which of their needs you will help them with,
- providing them with the best program you can—the most organized program possible that uses its resources at maximum efficiency,
- assuring them that you are, indeed, concerned with helping all of them in this time of need, and that you are measuring your success by evaluating what you do.

References

- Gelatt, H. B.; Varenhorst, Barbara; and Carey, Richard. *Deciding and Deciding: A Leader's Guide*. Princeton, NJ: College Entrance Examination Board, 1972.

Parents and Their Early Adolescents' Career Development

Luther B. Otto
Professor and Head
Department of Sociology and Anthropology
North Carolina State University
Raleigh, North Carolina

Young people say that choosing careers is one of the biggest problems they face. In this paper I discuss career development from the perspective of parents of early adolescents. I provide a rationale for involving parents more directly in their sons' and daughters' career decisions; review the content of "Today's Youth and Tomorrow's Careers," a seminar that is designed to help parents help their children choose careers; sketch a profile of parents who have participated in "Today's Youth and Tomorrow's Careers" seminars; and summarize parents' evaluations of the program.

A Rationale for Parental Involvement

For nearly two decades young people have been saying that they want more help choosing careers. That need was noted early in the 1970s in the American College Testing nationwide study of young people's career development (Prediger, Roth, and Noeth 1973) in which 78 percent of the eleventh graders said they wanted more help making career plans. The same theme has been echoed in youth studies over the last decade [e.g., Otto, Call, and Spenner (1981); Peng, Feters, and Kolstad (1981); Chapman and Katz (1983); Bachman, Johnson, and O'Malley (1982); Prediger and Sawyer (1985)]. Two-thirds to three-fourths of young adolescents regularly report major problems in choosing and preparing for occupational careers.

Parents, too, are concerned about their children's careers. In the Ninth Annual Gallup Poll of the public's attitude toward the public schools (Gallup 1978), the Gallup organization reports that parents of young people ages 13 to 20 say that one of their biggest parenting concerns was "how to help my child choose a career."

In a more recent survey (Gallup 1985), American adults rated the importance of 25 goals of education. Adults ranked "developing an understanding about different kinds of jobs and careers" as the third most important goal, and they ranked "helping students make realistic plans for what they will do after high school graduation" in a tie for sixth in importance on the list. Parents, like young people, rank career guidance high on their list of concerns.

High schools, teachers, and counselors have tried to meet the need, but schools are not able to give young people the individualized career guidance attention they need. Schools

have built career centers and stocked them with information on careers and career preparation possibilities. Schools offer curricula and courses on career planning. Schools provide interest inventories, computerized career exploration, and college choice programs along with the latest information on financial aid. And nowhere is the public school commitment to career guidance more evident than in the number of counselors schools have retained in recent years.

But even if schools had the necessary resources with which to meet young people's career guidance needs, teachers and counselors cannot replace the influence parents have on their children's career plans. One of the most widely held and uncritically accepted myths in our society is that parents don't matter when it comes to young people's career plans, that "my kids don't listen to me." Yet the evidence indicates that young people do listen to parents in such basic areas as religious beliefs, political beliefs, and career plans. In his classic book *Changing Youth in a Changing Society*, Michael Rutter (1980) concludes that "taken together, the findings from all studies seem to indicate that adolescents still tend to turn to their parents for guidance on principles and on major values but look more to their peers in terms of interests and fashions in clothes, leisure activities, and other youth-oriented pursuits" (p. 30). Rutter adds: "Young people tend both to share their parents' values on the major issues of life and also to turn to them for guidance on most major concerns. The concept that parent-child alienation is a usual feature of adolescence is a myth" (p. 31).

If parents are to be effective career advisers for their children, they must prepare themselves. Today's labor market is different than it was when mom and dad made their own career plans. It isn't enough for today's young people to know what they want to do. Young people also need to know about employment opportunities, and about how employment opportunities expand and contract in response to changes in technology, population, and the labor force.

Today's young people and their parents need to develop a career preparation strategy. A high school diploma no longer ensures either a good job or a stable career, and a college education isn't the only way for a young person to prepare for a career. Indeed, it may not be the best way for many young people to prepare. Not only do today's young people have the luxury of choosing from more occupational possibilities than ever before, but they can also choose from more career preparation options than ever before. But parents and young people have to know what the options are.

If parents are to advise their children about careers, they need programs and materials with which to work, but such resources are scarce. McDaniels and Hummel (1984), for example, reviewed 56 books and 33 journal articles on parenting and 25 articles on special problems and developmental issues. The authors report that there is not a single reference in those resources to parent programs for assisting young people's career development. "Today's Youth and Tomorrow's Careers," a seminar for parents, is designed to meet those needs.

A Program for Parental Involvement

"Today's Youth and Tomorrow's Careers" is a program designed to help parents help their sons and daughters choose careers. Counselors first attend a training workshop, and they in turn teach parents' seminars in local high schools. A training workshop is an intense 8-hour learning experience in which counselors learn the rationale for the program, review

its content, and work through guidelines and administrative procedures for planning and conducting the parent seminars. Workshop participants receive a certificate indicating that they have completed the training. The training workshops are approved by the National Board for Certified Counselors for continuing education credit (8 contact hours) for National Certified Counselors. Trainees receive a presenter's kit that contains all the materials they need to present the parents' seminars.

The seminars for parents in local communities are typically scheduled in four 2-hour sessions, usually in the evening. Each session focuses on an important issue involving career choice. The program follows the general outline and chapter sequence of the book *How to Help Your Child Choose a Career* (Otto 1984). The first session describes how society, employment opportunities, and career preparation possibilities have changed since parents entered the labor force, and how parents influence their sons' and daughters' career plans. The second session deals with today's labor market: how to think about it, what the employment projections are for both industries and occupations, and where to get and how to use the best information available on employment projections. Sessions three and four focus on career preparation. The third session features college as a career preparation possibility, and the fourth session outlines ways young people can prepare for a career while working.

"Today's Youth and Tomorrow's Careers" provides take-home activities for parents to use with their sons and daughters. The program offers a step-by-step decision-making model for young people to follow in identifying their career interests, evaluating information about occupations that interest them, gathering information on career preparation options, and narrowing their choices. *How to Help Your Child Choose a Career* includes a career exploration workbook that organizes the career choice process.

"Today's Youth and Tomorrow's Careers" training workshops, seminars, and program materials underwent rigorous field testing and revision over a 2½-year period before becoming publicly available. Experimental presentations were made in a wide variety of field settings, including high schools, churches, youth organizations, and other voluntary associations across the country. Informed by these experiences and the written formative evaluations of hundreds of counselors, professional youth workers, and parents, the developers went through two extensive revisions before giving the materials and program their present form. And the program continues to improve. Professionals who present the program and parents who attend the seminars are invited to evaluate the program and to make suggestions for improvement.

On average, people hold jobs less than 5 years in today's labor force. That means that as we move toward the year 2000, people will change jobs an average of 7 to 9 times over their work histories. Teaching young people how to make career decisions is a skill they can learn, and the sooner they learn that skill, the sooner and the longer it will help them.

Profile of Participants and Program Evaluation

Effectiveness of "Today's Youth and Tomorrow's Careers" is studied on the basis of the evaluations from presenters and parents who attend the seminars. The evaluations indicate how well the program meets parents' needs, what topics are most useful to them and which are least useful, and how they feel the program can be improved. Parents say, for example, that financial aid, college choice information, how parents influence their children's career

decisions, information on different kinds of colleges, employment projections, and how the labor force is changing are among the topics that interest them the most. Parents' written comments reflect very favorably on the quality and comprehensiveness of the materials, and parents uniformly evaluate the seminar experience very positively. Nearly 90 percent of the presenters report that the overall reaction of the parents who attend the seminars is "very positive."

The evaluation forms sketch a profile of the parents who attend the seminars. Participants tend to be better-educated fathers and mothers from intact families with an above-average number of children. Their oldest and youngest children tend to be high school age. Two thirds of the parents are mothers and one-third are fathers. Most work full-time as clerical, professional and technical, sales, or service workers.

Most seminars have been sponsored by high schools, though many have also been sponsored by youth organizations. Churches are increasingly sponsoring the program.

"Today's Youth and Tomorrow's Careers" has received various endorsements from professional organizations. The program is approved by the National Board of Certified Counselors for continuing education credits meeting relicensure requirements for National Certified Counselors. The program director published the research on which "Today's Youth and Tomorrow's Careers" is based in 1983 and the book was selected to the Outstanding Academic Book List by the American Library Association. In the same year the National Council on Family Relations conferred its highest honor, the Distinguished Service to Families Award, on the project director, and in 1984 the National Vocational Guidance Association honored the director with its Merit Award.

In December 1983 the W.K. Kellogg Foundation funded an independent evaluation of "Today's Youth and Tomorrow's Careers," headed by Dr. Diane Hedin from the Center for Youth Development Research at the University of Minnesota. The evaluation concludes that parents who took the seminar became more knowledgeable about career materials and used the information with their sons and daughters. The evaluation reports that use of school career centers increased after the seminar was offered. Sometimes parents and children came together to explore educational and career opportunities. Other times parents encouraged their children to make an appointment with a counselor. One school reported: "We were inundated with requests after the seminar, but it's a nice problem to deal with." The evaluation concluded that "Today's Youth and Tomorrow's Careers"

has met its goals of providing factually based information to assist parents and youth workers in their career advisory roles to an exceptional degree. . . . The seminars and materials . . . are generally viewed by their users as comprehensive and of high quality. Most importantly, the parents, school staff, and youth workers continue to be influenced by these experiences and materials long after the seminar ended. (Hedin 1983, p. 5)

"Today's Youth and Tomorrow's Careers" has been well received by counselors and parents alike. More than 2,100 people from over 40 states have been trained to present "Today's Youth and Tomorrow's Careers," and the program has become an established school service in many high schools. School counselors' participation indicates that they respond to programs that multiply their effectiveness, and parents' involvement demonstrates that they, too, are eager to help their children choose careers.

References

- Bachman, Jerald G.; Johnson, Lloyd D.; and O'Malley, Patrick M. *Monitoring the Future: Questionnaire Responses from the Nation's High School Seniors, 1982*. Ann Arbor, MI: Survey Research Center, Institute for Social Research, University of Michigan, 1982.
- Chapman, Warren, and Katz, Martin R. "Career Information Systems in Secondary Schools: A Survey and Assessment." *Vocational Guidance Quarterly* 31, no. 3 (March 1983): 165-77.
- Gallup, George H. "Ninth Annual Gallup Poll of the Public's Attitude toward the Public Schools." In *A Decade of Gallup Polls of Attitudes toward Education 1969-1978*, edited by Stanley M. Elam, pp. 34-8. Bloomington, IN: Phi Delta Kappa, 1978.
- Gallup, George H. "The Gallup Poll of Teachers' Attitudes toward the Public Schools, Part 2." *Phi Delta Kappa*, 66, no. 5 (January 1985): 323-30.
- Hedin, Diane P. "Evaluation of Youth Career Services Project." Minneapolis: Center for Youth Development Research, University of Minnesota, 1983.
- McDaniels, Carl, and Hummel, Dean. "Parents and Career Education." *Journal of Career Education* 10 (June 1984): 225-33.
- Otto, Luther B.; Call, Vaughn R. A.; and Spenner, Kenneth I. *Design for a Study of Entry into Careers*. Lexington, MA: Lexington Books, 1984.
- Otto, Luther B. *How to Help Your Child Choose a Career*. New York: M. Evans, 1984.
- Peng, Samuel S.; Feters, William B.; and Kolstad, Andrew J. *High School and Beyond: A National Longitudinal Study for the 1980s*. Washington, DC: National Center for Education Statistics, 1981.
- Prediger, Dale J.; Roth, John D.; and Noeth, Richard J.. *Nationwide Study of Student Career Development: Summary of Results*. Iowa City, IA: American College Testing Program, 1973.
- Prediger, Dale J., and Sawyer, Richard L. "Ten Years of Student Career Development: A Nationwide Study." Paper presented at the annual meeting of the American Association for Counseling and Development, New York City, 2-5 April 1985.
- Rutter, Michael. *Changing Youth in a Changing Society*. Cambridge, MA: Harvard University Press, 1980.

Eighth-Grade Assessment: An Effective Tool for Career Development and Public Relations

Carol Craig Bodeen
Counselor
Apollo Career Center
Lima, Ohio

An Introduction

A Need Emerges

Counselors in Apollo Career Center's 11 cooperating school districts participated in a statewide career interest testing program for ninth-grade students several years ago. Although they saw benefit in the program, they also saw ways it could be improved to help students make informed career decisions. Specifically, counselors wanted an instrument to use with eighth graders who were building a high school schedule for the first time. They wanted an instrument that made test results available quickly, not after a waiting period of months. And they wanted an instrument that was referenced to standard career tools, such as the *Dictionary of Occupational Titles*.

Working with Apollo's supervisor of vocational guidance and the career planning team, local counselors selected the COPS test as the instrument that would meet the above criteria. Counselors recommended to superintendents that their school districts join together with the Apollo career program to test systematically every eighth grader in Apollo's vocational district. The testing was to be a team effort, with the local school supplying the students as well as guidance counselors or teachers to assist in test administration while Apollo's career program supplied the COPS test and career specialists to take the lead in administering the test.

The assessment was piloted in 1985-86 and refined in 1986-87. The team approach to assessment will continue in 1987-88 as an excellent way to provide young people and their parents with extensive information about career clusters and student interests.

Assessment Program Goals

The objectives of the assessment program were to provide students with systematized information about their career interests. In addition, students would be shown how to use that information to explore career clusters in which they had high interest.

Emphasis was placed on how students could use the career interest information in career planning and in scheduling their high school courses. Parent involvement with test results and in student interaction was another objective of the program.

Benefits of the Assessment

Students and Parents

By participating in the assessment, students learned how their interests related not only to potential careers, but also to school subjects and extracurricular activities. Many students became very excited as they discovered their high interest areas. Students who had not given much thought to careers received ideas upon which to build career decisions. Those who had career goals in mind received information that either supported or tested their goals. Both groups of students benefitted.

Because special letters and materials were sent home to parents, many parents took the time to discuss test results with their children. Opportunity was provided for parents to share some of their own career experiences with their children via a discussion sheet for parents. Parents using the materials often commented on how pleased they were to be informed of test results and supplied with career cluster information.

The School System

Guidance counselors in the school system benefitted directly from the program due to the Career Interest Profile sheet. This sheet, completed by students, plots interest in 14 career clusters. The sheet is most helpful in assisting students in scheduling high school classes and can be placed in the student's permanent file.

Teachers assisting in administering and scoring the test learn firsthand about students' high interest career areas. This knowledge can be used by teachers to make classes more relevant to students. For example, a math teacher with a reluctant student who scored high in the Technology, Skilled cluster can use math examples drawn from that cluster to give the student a reason to learn math.

Administrators who capitalize on the public relations aspect of the assessment can get good publicity for their school. Local newspapers will often cover the assessment, complete with pictures and an article. By sending an announcement letter to parents along with follow-up assessment materials, parents will know that the school is doing its job in career development. These actions generate support from the community for the school and its program.

Cooperative Planning: A Key to Success

The Team Approach

The program is most successful when there is wholehearted support from building administrators, guidance staff, and teachers. Therefore, a team approach is necessary.

A career specialist from Apollo schedules an appointment with the building administrator and guidance counselor to discuss benefits and options for administering COPS. If the administrator or counselor is new to the program, a complete packet is given containing the following:

- A letter to the principal stating the purpose of the assessment program.
- Options for implementation of the assessment, with ideas about who can help and how to schedule.

- Objectives for COPS Assessment—8th Grade.
- Example of a parent letter telling the test date, how results will be used, that results will be sent home, and that this is a part of the school's career education program. It is signed jointly by the principal, a guidance counselor, and an Apollo career specialist.
- Sample COPS test.
- Sample parent brochure.
- Sample sheet titled "Family Members Are Important Teachers in Career Education."

Use of this packet ensures that everyone knows how the assessment will be implemented. If any changes are needed in scheduling or printed material, they can be made at this time.

Scheduling

The COPS administration, scoring, and career cluster work take two 40- to 45-minute periods. Each school decides what is the most effective schedule for the assessment within its own timelines.

Some schools chose to bring all eighth-grade students together in a large group. Others administer the tests during language arts or some other subject that is required. The teachers who normally have the students during that time are then assigned to assist in test administration and scoring. Often the guidance counselor is present as well.

Most schools schedule testing for two consecutive days. Occasionally, a school will schedule the first day during one week and the second day during the following week. On rare occasions, the test will be taken during two consecutive periods on the same day.

Teacher Training

Deciding how to train and involve teachers to assist during the test is another consideration. One of the best ways to generate teacher involvement is for the principal or guidance counselor to give the teachers themselves a career assignment test. The teachers are asked to complete the test and then meet with the career specialist for a few minutes at a later date.

During the short meeting, the career specialist shows the teachers how to score their own tests, how to plot the results, and how to use the career cluster information booklet. Usually teachers become quite motivated to take the test since they can learn if they have made the correct career choice or can discover alternate careers in which they might be interested. This interest then transfers to the students later when teachers assist them in scoring their tests.

If no meeting time is available, teachers may be asked to take and score the test on their own. Or, teachers may simply listen carefully as the career specialist explains procedures to the students and then teachers can repeat the directions as needed to students. The first option is by far the best.

After all of the decisions are made, it is the responsibility of either the principal or guidance counselors to inform staff, students, and parents well in advance of the testing dates and procedures. Failure to do this results in staff resentment and poor preparation. If staff is informed, there is good support for the testing.

Components of COPS

The Career Occupational Preference System, Form R

The COPS Interest Inventory, Form R, is a self-scoring instrument with a reading level that makes it very adaptable to eighth-grade students. The test instrument itself consists of four pages that students are to mark in pencil or pen.

After answering all items, a perforated tab is removed, and the test is opened to the inside. Students then score their test results. Simple addition skills and good vision are all that is required to do this task. The results are then transferred to the Career Interest Profile. Students can then see if they have above-average, average, or below-average interest in each career cluster.

The test booklet contains two profile sheets—the original and a carbon copy of the original. The original is easy to remove for use in school records. The copy stays in the booklet for later use by students and their parents.

Career Cluster Information

The second half of the test booklet contains information about the fourteen career clusters that follow:

- Science, Professional
- Science, Skilled
- Technology, Professional
- Technology, Skilled
- Consumer Economics
- Outdoor
- Business Professional
- Business, Skilled
- Clerical
- Communication
- Arts, Professional
- Arts, Skilled
- Service, Professional
- Service, Skilled

Professional careers, of course, require college preparation, many with advanced study. Skilled careers require a variety of training, including on-the-job or vocational training, apprenticeships, and technical and special schools. Clusters that are not labeled as either professional or skilled contain all levels of occupations. This grouping ensures that students consider careers requiring many levels of training, not just college-level work.

Each career cluster has information that does the following:

- Describes the cluster
- Lists related courses of study such as general math or German
- Lists sample occupations (referenced with *Dictionary of Occupational Titles* numbers and italics to indicate occupations in *Occupational Outlook Handbook*)
- Lists skills and abilities needed in these jobs
- Gives suggested activities to get experience, many involving extracurricular activities, part-time jobs, or leisure activities

At the back of the booklet is a chart for students to complete that takes them from their high interest clusters to occupations, then to skills and abilities needed, and then to high school courses and activities that can prepare them for occupations within that career cluster.

The last page of the booklet contains a Program Planning Guide designed to help students select school subjects and plan their high school schedule. Also included is a Local Job Interview Form to help them gather career information that will help them in their career decision making.

The beauty of the whole package is that it is easy for the student to use, gives immediate feedback, provides information for guidance's permanent file, and provides much information for students to share with their parents about career decision making. The test may be purchased at a reasonable price from EDITS, P.O. Box 7234, San Diego, California 92107.

Implementing the Assessment

Day One

When students arrive, they are greeted and told how the test will benefit them. About 5-8 minutes is given to this overview along with test-taking instructions.

Students complete the test in 15-20 minutes. Special education students may take 20-25 minutes and need some special assistance, depending on their reading skills.

The last 15-20 minutes of the period is spent scoring the test and completing the profile. Usually students finishing first are started on scoring with individual help. Then an explanation of scoring is given to the group when most are done. Those finishing late are assisted individually in scoring. Students finishing their profile are instructed to read about their high interest career areas in the back of the book until the period ends.

At the end of the period, student test booklets are collected and checked during the next class's 20 minutes of testing. Any profiles not completed are completed by teachers or career specialists so all students will start the next day with the completed profile.

Day Two

Students begin the period by marking their high interest areas on the career clusters in the back of the booklet. Then they tear out their profiles and hand them in to become a part of their school record.

Students complete the charts in the back of the test booklet to explore their interest in different types of occupations. Sometimes the guidance counselor gives scheduling information to students so they can use local school requirements along with their career interests to make tentative scheduling plans for the ninth grade.

At the end of the period, the parent brochure and discussion sheet are given to students. They are asked to share this information with their parents. Any other special information about scheduling is announced by the guidance counselor.

Follow-up Activities

In the Classroom

Teachers involved with the COPS testing program have developed follow-up activities to build on the student interest in careers. If testing was done in the language arts program, often teachers assign students to research career information from books, from writing

letters, and from interviewing people. The information collected is then prepared as a report and an oral presentation is given.

Guidance counselors may follow up with group guidance activities to help young people further explore their career interest. Librarians have started special occupational files to assist students or to archive the information they have collected. Teachers from many different disciplines have invited guest speakers to talk about how they use academic knowledge in their jobs.

In the Community

Guidance counselors have set up parent career information meetings following the COPS testing to answer parents' questions about career decision making and scheduling for their children who are about to enter high school.

Schoolwide career days or career panels have also been planned as a follow-up activity. Here speakers come from the community to talk about their jobs.

Supporting the State Career Education Program

The COPS assessment, as described here, is a part of Apollo's state-funded career development program. It is administered cooperatively by schools within Apollo's participating district as a part of their district and building career education program.

This particular assessment program supports state mandates to provide students with both career assessment and career information. In addition, it is an excellent vehicle for career orientation (an eighth-grade focus) and career exploration (a ninth-grade focus), as outlined by the state plan.

Numerous research studies indicate that students generally let feelings rather than facts guide their career choices. Often, these feelings or perceptions are based on what friends say, money, glamour, and the television's portrayal of the occupation instead of the skills, abilities, interests, and training required to be successful.

In an unpublished doctoral dissertation, James Piper (1985) notes that young adolescents are asked to make preliminary career choices between general, vocational, or college preparatory curriculum as they complete the eighth grade. In order to do this, they must possess the following:

- Understanding of their own strengths and weaknesses
- Occupational and training information
- Occupational exploration experiences
- Problem-solving skills
- A plan for achieving career goals

Although the COPS testing program cannot address all of these issues, it can make significant inroads in helping eighth-grade students assess their career interests and analyze the skills and abilities needed to perform various occupations satisfactorily. It can give them information about occupations. It can provide them with a framework to organize occupational exploration experiences and to select and plan for career goals.

References and Bibliography

- Barrett, T. C., and Tinsley, H. E. A. "Vocational Self-Concept Crystallization and Vocational Indecision." *Journal of Counseling Psychology* 24 (1977): 301-309.
- Harren, V. A. *Assessment of Career Decision-Making*. Carbondale: Department of Psychology, Southern Illinois University, 1976.
- Piper, James. "A Comparative Analysis of Career Maturity by Sex, Grade Level, and Curriculum." Ph.D. dissertation, The University of Toledo, Toledo, Ohio, 1985.
- Super, D.E. "Career and Life Development." In *Career Choice and Development*. Washington, DC: Jossey-Bass Publishers, 1984.
- Super, D. E. "Vocational Guidance: Emergent Decision Making in a Changing Society." *Bulletin-International Association of Educational and Vocational Guidance* 29 (1975): 16-23.

PART 2

Career Development Trends and Implications

Major Trends in Career Development Theory and Practice: Implications for Counselors

Norman C. Gysbers
Professor
Counselor Education Department
University of Missouri-Columbia
Columbia, Missouri

As we approach the close of the 20th century, the world in which we live and work continues to change and become more complex. Vast and far-reaching changes are occurring in the nature and structure of the social and economic systems in which people live and the industrial and occupational structures where they work. Individuals' values and beliefs about themselves and their society are changing as are the ways they look at and understand their own growth and development. This includes their career development as well. More people are looking for meaning in their lives, particularly as they think about the work they do, their situation as a family member and as an individual, their involvement in their community, their role in education and training, and their involvement in leisure activities.

These changes and others are causing career development specialists to rethink and reformulate the relationships between work and career. In turn, this rethinking and reformulating process is changing our understanding of career development theory, research, and practice. And, since these changes are taking place at an accelerated pace, there is need to examine the impact they may have on guidance and counseling programs and practices, both now and in the future. Thus, the first part of this paper presents some major trends in career development theory and practice as identified in the National Vocational Guidance Association's Third Decennial Volume *Designing Careers: Counseling to Enhance Education, Work, and Leisure* (Gysbers and Associates 1984). The second part presents some implications of these trends for counseling programs and practices.

Major Trends

From among the many trends identified in *Designing Careers*, four predominant ones stand out:

- The meanings given to the words *career* and *career development* continue to evolve from simply new words for vocation (occupation) and vocational development (occupational development) to words that describe the human career in terms of life roles, life settings, and life events that develop over the life span.

SOURCE: Parts of this paper were adapted from a chapter titled "Major Trends in Career Development Theory and Practice" by Norman C. Gysbers in the National Vocational Guidance Association's Third Decennial Volume *Designing Careers: Counseling to Enhance Education, Work, and Leisure*, Norman C. Gysbers and Associates, Jossey-Bass Inc. Publishers, San Francisco, California, © 1984.

- Substantial changes have taken place and will continue to occur in the economic, occupational, industrial, and social environments and structures in which the human career develops and interacts, and in which career guidance and counseling takes place.
- The number, diversity, and quality of career development programs, tools, and techniques continue to increase in almost geometric progression.
- The populations served by career development programming and the settings in which career development programs and services take place have increased greatly and will continue to do so.

Evolving Meanings of Career and Career Development

Modern theories of career development began appearing in literature during the 1950s. At that time, the occupational choice focus of the first 40 years of career development began to give way to a broader, more comprehensive view of individuals and their occupational development over the life span. Occupational choice was beginning to be seen as a developmental process. It was during this time that the term *vocational development* became popular as a way of describing the broadening view of occupational choice.

By the 1960s, knowledge about occupational choice as a developmental process had increased dramatically. At the same time, the terms career and career development became popular. Today, many people prefer them to the terms vocation and vocational development. This expanded view of career and career development was more useful than the earlier view of career development as occupational choice because it broke the time barrier that previously restricted the vision of career development to only a cross-sectional view of an individual's life. As Super and Bohn (1970) pointed out, "It is well . . . to keep clear the distinction between occupation (what one does) and career (the course pursued over a period of time)" (p. 15). It was also more useful because it made it possible for career development to become the basis for organizing and interpreting the impact that the role of work has on individuals over their lifetimes.

In the 1970s, the definitions of career and career development used by some writers became broader and more encompassing. Jones et.al. (1972) defined career as encompassing a variety of possible patterns of personal choice related to an individual's total life-style, including occupation, education, personal and social behaviors, learning how to learn, social responsibility, and leisure time activities.

Gysbers and Moore (1975; 1981) proposed the concept of life career development in an effort to expand and extend career development from an occupational perspective to a life perspective in which occupation (and work) has place and meaning. They defined life career development as self-development over the life span through the integration of the roles, settings, and events of a person's life. The word *life* in the definition means that the focus is on the total person—the human career. The word *career* identifies and relates the roles in which individuals are involved (worker, learner, family, citizen); the settings where individuals find themselves (home, school, community, workplace); and the events that occur over their lifetimes (job entry, marriage, divorce, retirement). Finally, the word *development* is used to indicate that individuals are always in the process of becoming. When used in sequence, the words *life career development* bring these separate meanings together, but at the same time a greater meaning emerges. Life career development describes unique people with their own life-styles.

Similarly, Super (1975; 1981) proposed a definition of career that involved the interaction of various life roles over the life span. He called it the life career rainbow. "Super emphasizes that people, as they mature, normally play a variety of roles in many different theatres. . . . For Super, the term *career* refers to the combination and sequence of all the roles you may play during your lifetime and the pattern in which they fit together at any point in time" (Harris-Bowlsbey, Spivack, and Lisansky 1982, p. 17-18).

The National Vocational Guidance Association (NVGA), now known as the National Career Development Association, updated its definition of career development to reflect these changes. Although the concept of life roles is not explicit, it is implicit in the new definition. The 1982 NVGA definition is as follows: Career development is "the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual over the life span" (Sears 1982, p. 139).

Wolfe and Kolb (1980, pp. 1-2) summed up the life view of career development when they defined career development as involving one's whole life. As such, it concerns the whole person, needs and wants, capacities and potentials, excitements and anxieties, insights and blindspots, warts and all. More than that, it concerns the person in the everchanging contexts of his or her life. The environmental pressures and constraints, the bonds that tie him or her to significant others, responsibilities to children and aging parents, the total structure of one's circumstances are also factors that must be understood and reckoned with. In these terms, career development and personal development converge. Self and circumstances—evolving, changing, unfolding in mutual interaction—constitute the focus and the drama of career development.

Changing Environments and Structures

The nature, shape, and substance of career development and the practices of career guidance and counseling are not separate and independent from the economic, occupational, industrial, and social environments and structures in which they take place. Our understanding of career development and how we practice guidance and counseling are closely related to what happens in these environments and the changes that have occurred and will occur in the future. Not only are the changes within environments important, but so are the interactive effects that occur across environments as a result of change.

What are some of these changes? Since 1900, our country has undergone substantial changes in its economic, occupational, industrial, and social environments and structures. Occupational and industrial specialization have increased dramatically and apparently will continue to do so in the future. Social structures and social values have changed and will continue to change, by becoming more complex and diverse. New and emerging social and political groups are challenging established groups by demanding equality. People are on the move from rural to urban areas and back again, and from one region of the country to another, in search of psychological, social, and economic security.

Today, changes such as these and more that have been well documented by other authors continue at a rapid pace. Here are just a few specifics to sum up what has been stated previously:

- We have moved from a goods-producing economic base to a service-information economy. This does not mean that goods-producing industries are unimportant

and that people will no longer find employment in them. What it does mean, however, is that more and more workers will be employed in service-information industries. Two years ago the number one occupation in the United States, which had long been laborer, became clerk. The number of workers in agriculture fell to a low of 3.5 percent. Information or knowledge occupations, including all persons who process and disseminate information, increased from 17 percent in 1950 to 60 percent today (Gysbers 1982).

- We are continuing to experience population shifts that find people moving from the north and northeast to the south and southeast.
- We continue to see changing demographic patterns in our labor force. "After more than two decades of growth, the United States population in the 16-24 age range peaked at 36 million in 1980. The Department of Labor predicts a 10 percent decrease in this age group by 1985 and another 7 percent drop, to 30 million, by 1990. As the number of younger workers declines, there will be a demographic 'bulge' in the prime-age (24-44) work force from 39 million in 1975 to an estimated 60.5 million in 1990. Many experts also believe there will be a shift away from early retirement" (Gysbers 1982, p. 2).

What about tomorrow? What will most likely happen in the future? Experts who study change tell us that the pace of change in the future will be even more rapid. Governor Pierre S. du Pont IV, who chaired a recent ad hoc National Committee on Displaced Workers, concluded that "it is entirely possible that the changes recorded in the past 80 years will be matched and surpassed by the changes in the final 20 years of this century" (Ehrbar 1983, p. 107).

One note of caution is needed, however, as projections are made about what the future will look like. In the same issue of *Fortune* magazine in which the article by Ehrbar appeared, the following statement also appeared. "The far-off will not be that far-out." Although changes will occur, and with increasing rapidity, the familiar lines of our economic, occupational, industrial, and social environments and structures, as we know them today, in all probability will still be visible.

Increasing Numbers, Diversity, and Quality of Programs, Tools, and Techniques

A number of decennial volume chapter authors documented the rapid expansion in and the almost bewildering diversity of career development programs, tools, and techniques available today to help individuals with their career development. These same authors project that this expansion will continue into the foreseeable future. Also, these programs, tools, and techniques are better organized, are more frequently theory-based, and are used more systematically than ever before. The authors project that these emphases will continue into the future.

Let us look more specifically at what is involved in this major trend. The theory and research base of counseling psychology has been expanded and extended substantially during the past 20 years, but particularly during the past 10 years. The growth in the theory and research base for career psychology has been equally dramatic during this same time period. One result has been an interesting convergence of ideas in counseling and career psychology concerning human growth and development, and the interventions to facilitate it. This convergence of ideas has stimulated a new array of career guidance and counseling

programs, tools, and techniques. These new programs, tools, and techniques are emerging from this convergence through the application of marriage and family counseling concepts to career counseling (Zingaro 1983) and cognitive-behavioral psychology (Keller, Biggs, and Gysbers 1982). We also are seeing it in the application of contemporary thinking about personal styles (Pinkney 1983), learning styles (Wolfe and Kolb 1980), and hemispheric functioning to career guidance and counseling.

A publication by the National Vocational Guidance Association also documents this trend from another perspective. The publication is titled *A Counselor's Guide to Vocational Guidance Instruments*, edited by Kapes and Mastie (1982). (A second edition is being completed and will be available in 1988.) In it are reviews of career guidance and counseling instruments. A number of them have been around for a long time. Some have been developed more recently, and they represent new directions for the field. There are new instruments in the traditional category of interest inventories, but the new directions for the field are in the category of work values, career development and maturity, and card sorts.

There are also encouraging signs that career and labor market information, an important tool in career guidance and counseling, is continuing to improve. Not only has career and labor market information been improving but so has the relationship between its producers and users (Drier and Pfister 1980). A major step was taken in 1976 to facilitate this trend through the establishment of the National Occupational Information Coordinating Committee (NOICC) and the corresponding State Occupational Information Coordinating Committees (SOICCs) by the Vocational Education Amendments of 1976. Their charge was to improve communication and coordination between federal and state agencies that produce career and labor market information and those agencies and individuals that use it. NOICC and the SOICCs also are charged to develop and implement an occupational information system to meet the common needs of vocational education and employment training programs at the national, state, and local levels. Finally, NOICC and the SOICCs are mandated to give special attention to the labor market information needs of youth, including encouraging and assisting in the development of local job outlook data and counseling programs for youth who are in correctional institutions and those who are out of high school.

Recently, NOICC joined forces with other government agencies, including the U.S. Departments of Labor and Defense, to upgrade the career and labor market information knowledge of counselors. The effort is called the Improve Career Decision Making project. It is designed to assist counselors in training as well as those currently on the job to become knowledgeable about career and labor market information concepts and sources and become skillful in their use.

In addition, there are encouraging signs that delivery systems for career and labor market information using state-of-the-art technology are being put into place with increasing frequency across the country. In 1979, NOICC assumed responsibility for helping states develop and implement career information delivery systems. Commercial vendors, publishers, and others also have become very active in making such systems available for use in a wide array of settings with an equally wide array of people.

In 1986, NOICC created a project to develop demonstration models using a set of national career development, guidance, and counseling standards and guidelines. In phase I of the project, the initial guidelines were developed. Phase II will consist of validation and implementation of the guidelines by the North Dakota SOICC, who bid competitively for the grant to do so. North Dakota will develop a plan for implementation of the guidelines and

will provide urban and rural models. In 1987, three additional grantees were selected on a competitive basis to develop state models based on the guidelines. Case studies were written and made available to share information about the models.

Finally, it is clear that career guidance and counseling programs, tools, and techniques are now more frequently theory-based. Matthews (1975) pointed out several years ago that there were some missing links between materials and people, and one of the missing links was the lack of an organizing philosophy. "In essence," she stated, "we are now confronted with random materials in search of a philosophy" (p. 652). According to a number of authors of decennial volume chapters, this point has been recognized; now, theorists, researchers, and practitioners are devoting more time and energy to organizing and using career guidance and counseling programs, tools, and techniques in comprehensive systematic ways that are theory-based.

Expanding Populations and Settings

At the turn of the century, career guidance and counseling (then called vocational guidance) was designed to help young people make the transition from school to work, to make occupational choices in line with their understanding about themselves and the work world through a process called true reasoning (Parsons 1909). Today, young people are still the recipients of career guidance and counseling and will be in the future. Additional populations to be served by career guidance and counseling have been added over the years and have included such groups as individuals with handicapping conditions, college students, the disadvantaged, and unemployed individuals. As the world in which we live and work continues to become more complex, the needs of people in these populations for career guidance and counseling will increase, not decrease.

As new concepts about career and development began to appear and evolve, it became obvious that people of all ages and circumstances had career development needs and concerns and that they and society could and would benefit from comprehensive career development programs and services. Two such concepts, in particular, had an impact. First was the shift from a point-in-time focus to a life span focus for career development. And second was the personalization of the concept of career (the human career), relating it to life roles, settings, and events. By introducing these two concepts, the door opened for career guidance and counseling personnel to provide programs to a wide range of people of all ages in many different settings.

These newer concepts of career and career development emerged as a result of and in response to the continuing changes that are taking place in our social, industrial, economic, and occupational environments and structures. Because of these changes, adults and adult career development became a focal point for an increasing number of career development theorists and practitioners in the 1970s (Campbell and Cellini 1980). This focus continued into the 1980s and, in all probability, will continue into the future. As a result, institutions and agencies that serve adults traditionally have added career development components. And new agencies and organizations were established to provide adults with career development programs and services where none had existed.

Career development programs and services in business and industry also became a focal point in the 1970s and 1980s. This trend, too, will continue and probably be intensified in the foreseeable future. More businesses and industries as well as many other organizations are realizing the benefits of career development programs and services for their employees. And, if employees benefit, then the organizations benefit also.

Implications for Guidance and Counseling

The four trends discussed in this paper are not separate and discrete. They are closely linked and related. The discussion that follows identifies and briefly describes some of the possible implications they may have for guidance and counseling programs and practices.

Implication One: The Broader Concept of Career

The behavior of individuals is, in part, determined by their thought processes. The language people use represents their underlying conceptual schemes, and, in turn, their conceptual schemata determines their behavior (Gerber 1983). As definitions of career and career development have evolved and become broader and more encompassing, particularly during the past 10 years, there has been a corresponding broadening and expansion of programs and services to people of all ages and circumstances. What was once thought of as mainly for young people is now for everybody. What was once thought of as a program in schools is now taking place in a whole new array of settings, including public and private agencies, institutions, and business and industry.

Because of these changes, it is recommended that the broader and more encompassing definitions of career and career development be adapted and used in guidance and counseling curricula. By doing so, a more powerful concept of career development (human development) will be available to counselors to help them and their clients identify, understand, and respond to client problems or goals. By doing so, career development can become a vehicle to assist counselors and clients in connecting and relating client life span and life space issues and concerns realistically and naturally. Finally, by adapting and using the broader and more encompassing definitions of career and career development, counselors can open up more possibilities and opportunities for programs and services to individuals of all ages and circumstances.

Implication Two: The Changing World in Which People Live and Work

The changing economic, occupational, industrial, and social environments and structures in which people live and work have created conditions and needs not previously present. As a result, counseling programs need to increase opportunities for clients to learn more about our changing world, especially the work world, a major arena in which career development unfolds. This means updating the guidance and counseling offerings to include more emphasis on the relationship between the work roles and the other life roles in which people are involved. This means more effective integration into guidance programs of economic concepts, including the concept of labor markets and their operations. It also means providing more and better direct opportunities for clients to see the work world and to talk with employers, workers, and labor union members.

Implication Three: New Tools, Techniques, and Resources to Use and New People and Settings to Serve

As a result of our better understanding of human growth and development from counseling and career psychology and the corresponding improvement of intervention strategies and resources, counseling programs are challenged to incorporate these new

understandings and intervention strategies and resources into their curricula. In addition, counselors are challenged to understand more completely the relationship between theory and practice. Tools, techniques, and resources, whether old or new, do not exist in a vacuum. A theoretical base is required for them to be used effectively with clients. This is possible now more than in the past because of the convergence of theory building in career and counseling psychology. Finally, counselors are challenged to connect these tools, techniques, and resources systematically, developmentally, and comprehensively to respond to the life span needs of individuals of all ages and circumstances.

Some Final Thoughts

What began at the turn of the century under the term vocational guidance, with a selection and placement focus, and then shifted in the 1920s and 1930s to a focus on personal adjustment, has now assumed a developmental focus. Selection, placement, and adjustment remain but are encompassed in the concept of career development over the life span. Societal conditions, interacting with our more complete knowledge of human growth and development in career terms, as well as with the broader array of tools and techniques, have brought us to the realization that career development is a life span phenomenon and that all individuals can benefit from career development programs and services, whatever their ages or circumstances.

References

- Campbell, R.E., and Cellini, J.V. "A Diagnostic Taxonomy of Adult Career Problems." *Journal of Vocational Behavior* 19 (1980): 175-90.
- Drier, H.N., and Pfister, L.A., Eds. *Career and Labor Market Information: Key to Improved Individual Decision Making*. Columbus: National Center for Research in Vocational Education, The Ohio State University, 1980.
- Ehrbar, A.F. "Grasping the New Unemployment." *Fortune* 107, no. 10 (1983): 107-12.
- Gerber, A., Jr. "Finding the Car in Career." *Journal of Career Education* 9 (1983): 181-83.
- Gysbers, N.C. *Perspective on National Issues: America's Human Resources—Keys to Productivity*. Washington, DC: National Association of Manufacturers, 1982.
- Gysbers, N.C., and Moore, E.J. "Beyond Career Development—Life Career Development." *Personnel and Guidance Journal* 53 (1975): 647-52.
- . *Improving Guidance Programs*. Englewood Cliffs, NJ: Prentice-Hall, 1981.
- Gysbers, N.C., and Associates. *Designing Careers: Counseling to Enhance Education, Work, and Leisure*. San Francisco: Jossey-Bass Inc. Publishers, 1984.
- Harris-Bowlsbey, J.; Spivack, J.D.; and Lisansky, R.S. *Take Hold of Your Future*. Iowa City, IA: American College Testing Program, 1982.
- Jones, G.B.; Hamilton, J.A.; Ganschow, L.H.; Helliwell, C.B.; and Wolff, J.M. *Planning, Developing and Field Testing Career Guidance Programs: A Manual and Report*. Palo Alto, CA: American Institutes for Research, 1972.
- Kapes, J.T., and Mastie, M.M., Eds. *A Counselor's Guide to Vocational Guidance Instruments*. Washington, DC: National Vocational Guidance Association, 1982.
- Keller, K.E.; Biggs, D.A.; and Gysbers, N.C. "Career Counseling from a Cognitive Perspective." *Personnel and Guidance Journal* 60 (1982): 367-71.
- Matthews, E. "Comment." *Personnel and Guidance Journal* 53 (1975): 652.
- Parsons, F. *Choosing a Vocation*. Boston: Houghton Mifflin, 1909.
- Pinkney, J.W. "The Myers-Briggs Type Indicator as an Alternative in Career Counseling." *Personnel and Guidance Journal* 62 (1983): 173-77.
- Sears, S. "A Definition of Career Guidance Terms: A National Vocational Guidance Association Perspective." *Vocational Guidance Quarterly* 31 (1982): 137-43.
- Super, D.E. "The Relative Importance of Work." *Bulletin—International Association of Educational and Vocational Guidance* 37 (1981): 26-36.
- . "Vocational Guidance: Emergent Decision Making in a Changing Society." *Bulletin—International Association of Educational and Vocational Guidance* 29 (1975): 16-23.
- Super, D.E., and Bohn, M.J., Jr. *Occupational Psychology*. Belmont, CA: Wadsworth, 1970.
- Wolfe, D.M., and Kolb, D.A. "Career Development, Personal Growth, and Experimental Learning." In *Issues in Career and Human Resource Development*, edited by J. Springer. Madison, WI: American Society for Training and Development, 1980.
- Zingaro, J.C. "A Family Systems Approach for the Career Counselor." *Personnel and Guidance Journal* 62 (1983): 24-27.

Work and Society: Implications for Counselors

Edwin L. Herr

Head

Division of Counseling and Education Psychology

The Pennsylvania State University

University Park, Pennsylvania

In considering the topic "work and society," as it relates to career guidance and counseling, I believe there are four themes worth exploring:

- The characteristics of the economic climate of the nation, particularly the pervasive adoption of advanced technology in our industrial base, and the persistence of unemployment as a national issue
- The implications that the trends in the first item hold for the kinds of theoretical lenses that need to be present in career guidance and counseling
- The importance of current research about the school-to-work transition and work adjustment and its meaning for career guidance and counseling
- Current and future competency requirements of guidance counselors

Let me suggest some highlights in each of these four areas.

The External Economic Climate

In 1981, the United States entered its eighth economic recession since World War II. Although we are now in a recovery, the conditions associated with such a recessionary cycle have persisted during the ensuing 4 years. In part because the world's economic mechanisms are now so interdependent, the economic recession experienced by the United States is not an isolated phenomenon confined to this nation alone. Rather, the range of circumstances experienced in the United States has been paralleled in form, if not always in degree, in most of the industrialized nations of the world.

The recession of the 1980s and its more recent recovery have been characterized by unemployment rates among adults and teenagers as high as those experienced in the Great Depression of the 1930s. In some communities with only 1 major industry, the unemployment rate has exceeded 25 percent. Work weeks have been reduced. The utilization of industrial capacity in steel making and other heavy manufacturing areas has been at historic lows. Personal and corporate bankruptcies have significantly increased in number. Demands upon unemployment compensation and other financial systems designed to support jobless persons have virtually exhausted such resources in many communities. Rises in the incidences of mental illness, child abuse, suicide, and substance

abuse have occurred in many communities in tandem with rises in the unemployment rate and in the termination of income supports to the jobless.

The current economic context has been present for a long time. For 20 years or more, various observers have characterized the United States as a postindustrial society. They have argued that massive joblessness was about to occur as a result of automation and mechanization of the workplace. For most of these 20 years, however, massive, and particularly prolonged, unemployment did not occur. Therefore, the periodic recessions and temporary rises in unemployment were attributed to economic factors rather than to a playing out of the deep structural changes in the manufacturing processes and occupational characteristics of the United States as it settled into its postindustrial status.

Whether one uses terms like *postindustrial* or *Third Wave*, the effects are the same. The United States has been and is undergoing a major change from reliance on heavy industrial manufacturing of durable goods—for example, steel, automobiles, and so forth—to an industrial base that rests upon advanced technological innovation applied to the production of goods and a labor force engaged primarily in service occupations concerned with information generation and processing relevant to goods production, transportation, communications, and retailing. We are moving from a reliance on high-volume, standardized industries to industries producing smaller batches of more specialized, higher-valued products—goods that are precision engineered, that are custom tailored to serve individual markets, or that embody rapidly evolving technologies. Examples are specialty steel and chemicals, computer-controlled machine tools, advanced automobile components, semiconductors, fiber optics, lasers, biotechnology, and robotics. The characteristics of these industries are basic to the future shape and support of the occupational structure of the United States. At the heart of such transitions is computer technology (Ginzberg 1982), in addition to microprocessors and microcomputers, industrial robots, telecommunications, and electronic data handling (Riche 1982).

As a result of such mechanization and technological applications, only 3 percent of the current labor force is engaged in agriculture; 32 percent, in the production of goods (mostly manufacturing); and 65 percent and increasing, in service occupations (defined in the broadest sense to include all enterprises not engaged in the production of goods—mining, manufacturing and construction, or agriculture). In comparison, in 1940 approximately 54 percent of the population was engaged in goods production, and at the height of World War II, 70 percent. Perhaps even more dramatic is that of all new jobs added to the economy from 1969 to 1976, 90 percent were in services (Ginzberg 1982). In a sense, these changes have blurred the traditional meaning of goods production and services jobs. In doing so, they have confused the choice sets about which people are concerned.

The current transformations in the economy, the work environment, and the occupational structure of the nation are of vital importance to career guidance and counseling, education and training, and planning for the maximum use of human capital.

Let me try to be more precise about the implications technological change has for those of us in the helping professions, particularly career counselors. First, it seems clear that the major problems associated with "high" or "advanced" technology are not scientific or technical problems; they are human problems. There can be no doubt that the scientific and technological creativity is clearly available to build newer and more complex machine to machine systems, to miniaturize computer technology, to wed microelectronics and information processing, to alter the way work is done, to mechanize or robotize work, and to amend the interactions between people and machines. We see similar changes in the

biosciences, where we are rapidly achieving the ability to initiate and maintain biological processes in a controlled manner, to build biological organisms that accomplish specific industrial tasks, and to modify plants and animals through genetic engineering and significantly increase our understanding of human biological and biochemical processes. As a function of the latter, the whole concept of the working life span of the future may be different. As viewed by some, people will retain their full physical and mental capacities well beyond their 60s, into their 70s, 80s, and 90s, making the likelihood of multiple careers—not simply job or occupational changes as we have traditionally known them—the rule rather than the exception. At each of the transition points relating to multiple careers or the significant life events shaping such possibilities, the needs for values clarification, training and retraining, exploration, decision making, information, planning, support, and encouragement are likely to intensify.

Obviously, in its various applications, the process of technological change throws a long shadow. Whether viewed through biological or scientific lenses, the effects of technological changes upon each individual in the society will be dramatic and according to which youth or adult subgroup of the population they occupy. For some people, the major concern will be how to acquire the exploratory opportunities and information they need to access a rapidly changing occupational structure; for others the main issue will be obtaining appropriate retraining; for still others, the question will be whether they can cope at all—or whether they will be permanently unemployed in the wake of skills and work habits they cannot acquire. For these groups and others, the effects of advanced technology will influence the security or the insecurity that they feel about themselves and their society, the achievement motives that they are likely to pursue, and their knowledge and feelings about their ability to master the opportunities available. In any transactional view of individual-environment interaction, it must be concluded that the characteristics of the society and the particular historical moment in which career guidance and counseling or career development are implemented have a great deal to do with the types of problems or growth possibilities counselors and other guidance specialists must address.

Neither guidance and counseling, nor vocational or career guidance, operates in a political, social, or economic vacuum. The questions about which people seek help are really functions of how they view the current occupational or social expectations and opportunities for personal growth, achievement, social interaction, self-initiative, prestige, occupational or educational alternatives, role differentiation, and other career-related matters. The resulting anxieties, information deficits, or indecisiveness that these people experience is the content with which educational and career guidance specialists, counselors, and related professionals are concerned.

Such content is not static; it is constantly being affected by changes in the occupational structure and in other aspects of the society, both in psychological and in literal terms. In this sense, an "Age of Technology" is only the most recent euphemism used to describe the particular confluence of social, political, and economic forces that are combining to create the work, choice, and psychological environments now characterizing our society.

Again, the technological contexts cited, the roles of counselors and career guidance specialists in business and industry are likely to expand as workers are nurtured and helped to grow toward productivity, mobility, and effectiveness within a specific corporation rather than leaping from one job to another among many corporations. More emphasis will be upon personnel *development*, not just personnel *management*. As these perspectives ensue,

counselors and career guidance specialists in business and industry are likely to engage more frequently in

- educating first-line supervisors and managers to current perspectives on job satisfaction, work motivation, and work performance;
- providing information to workers about career paths, career ladders, and the avenues and requirements for mobility within the organization;
- classifying workers with respect to their technical skills and their psychological needs in the attempt to maximize person-job fit with regard to content supervisory style and related factors;
- conducting workshops and seminars for workers designed to increase their understanding of their educational opportunities, their employability skills, and their understanding of the organizational characteristics with which they interact;
- consulting with managers about job redesign and work enrichment schemes;
- providing support groups for workers in various types of transitions (for example, new jobs, geographical relocations, overseas transfers, shifting family structures); and
- providing individual counseling about work behavior and career development.

As a function of the periodic problems of unemployment that are likely to accompany the major occupational shifts in an Age of Technology, counselors and career guidance specialists in a variety of settings will need to be prepared to work with youth and adults who are experiencing or anticipating unemployment. Among other concerns, counselors will need to understand and help these people with the psychological aspects of unemployment (for example, the relationship between jobs, joblessness, and mental health). Second, counselors will need to aid those vulnerable to unemployment in examining the range of community resources available to them in the event of unemployment. Persons at risk will need help in seeing themselves as part of a system, not as social isolates. Third, counselors will need to recognize that those who experience unemployment are likely to need more than support. They are likely to be people who have multiple problems—for example, transportation to work; racial, ethnic, or gender discrimination; lack of basic skills; poor industrial discipline; family discord; drug or alcohol problems; and inability to manage resources. Counselors and guidance mechanisms can provide or broker skill training in many of these areas (Herr and Watts 1981).

In summary, the structural transitions that comprise the current interaction of work and society bring with them a host of conditions that accentuate rather than diminish the need for guidance and counseling. More important, the range of groups needing information, decision-making help, and support, which guidance processes can offer, will become more, not less, comprehensive. Included will be school children, midcareer dislocated adults, persons seeking a second or third career, persons seeking to be more productive or to be retrained, women and minorities entering the labor force for the first time, the handicapped, the preretirees, and the unemployed. These notions about the environment in which choices are made by students and adults must be reflected in career guidance and counseling programs.

Changing Theoretical Models

Changes in our understanding of the broad range of economic effects that the nation's occupational transitions are causing, the characteristics of the choice environment, and the "ripple effects" on the mental health of different populations all carry implications for changing the theoretical lenses through which we view guidance and counseling. I believe the interaction and complexity of such concerns will stimulate increased counselor's attention to developmental psychology as well as to economics, anthropology, sociology, and organizational behavior as the conceptual frames of reference on which their practice is based. To the degree that psychology is the only discipline claimed by the counselor, assumptions will most likely be made that client problems are due to personal deficits, ineffective personal action, or defective ego structures. When the other behavioral sciences are addressed, individual transactions with the environment come more readily into view. As such, the effects of the belief systems, the types of information, and the characteristics of the social or work environments individuals have been exposed to become equally likely and important subjects for the counselor's attention.

In particular, the career guidance practitioner must assimilate a thorough grounding in career development theory. Broadly conceived and multidisciplinary in orientation, most of these perspectives indicate that the way we view ourselves and our choice possibilities is through learned characteristics, either negative or positive, that begin in early childhood and continue to change throughout our lives. Such views see decision making as the pivotal mechanism by which the person translates personal views of self and orientations to the past, present, and future into what one believes one can do, what one chooses to do, and what one does. Career development behavior is, in large measure, the prime conceptual set for career guidance practice.

In addition to serving as a conceptual foundation for career guidance, career development theory also serves as the source for concepts that can be used to plan group developmental experiences for students or adults and for modifying curriculum. This body of theory and research provides answers, even if incomplete, to the counselor's quest for information about what behaviors are necessary to develop an information-processing strategy; what knowledge, attitudes, values, or skills comprise effective decision making; or what developmental tasks persons in different age ranges ought to be able to master. It is this set of understandings that permits the counselor to serve intelligently as a resource person or a collaborator in creating experiences to facilitate career development in students or in different adult groups.

Beyond the conventional views of career behavior that have been so important in influencing contemporary career guidance practice (for example, Super 1957; Holland 1973; Ginzberg 1972; Tiedeman 1961), in the future, other perspectives will be required to comprehend career development fully. For example, the study of economics has much more to contribute to effective career guidance practice than is usually recognized. Both econometric and psychometric models need to be included in a counselor's foundational study of individual behavior and counseling. There are, in addition to economics, a number of behavior, motivation, or decision-making models useful to career guidance that rest on concepts in organizational and industrial psychology. Among them is the work on expectancy/valence theory. They suggest that decisions are comprised of at least two elements: the individual's perceptions (1) that performance in a particular option will lead to attractive outcomes and (2) that he or she is able to perform the behavior required to get to the desired outcomes.

Other concepts that must be incorporated more fully into career guidance are those related to employment and unemployment. Such terms are frequently treated as though they were unidimensional or monolithic rather than being composed of various conditions affecting certain groups of people more than others, and therefore resulting in different types of unemployment: for example, structural, frictional, cyclical, and seasonal. A simplistic view of the factors causing unemployment tends to cause career guidance specialists to contend that their profession will reduce unemployment. Although career guidance is likely to facilitate employability in persons, it cannot create jobs or employment for them. The latter has to do with fiscal and monetary policy, changing product demands, international tensions, energy resources, shifting population demographics, and other factors influencing availability of jobs, how many there are, and where they are located. Thus, naive overpromise about what career guidance can do must be restrained through increased recognition of economic realities if career guidance is to be viewed as a credible and mature intervention system. In addition, uninformed understanding of the factors causing and maintaining unemployment leads some counselors, like some laypeople, to assume that after receiving career guidance or training, if one is still unemployed, one must want to be. Such an assumption might be legitimate if this nation were providing full employment. It is not. Therefore, we sometimes inadvertently blame the victims of unemployment for being victims (Herr and Watts 1981).

Another area of conceptual concern has to do with the characteristics of labor markets. Doeringer and Piore (1971) have described a dual labor market in the United States with different ports of entry for workers depending upon the industry involved, different levels of security, benefits, training, and possibilities for internal mobility. Obviously, the primary and the secondary labor markets require different job search strategies, skills, and personal characteristics. Without being aware of such distinctions, both the consumers and the career guidance practitioner are likely to waste energies in efforts that are insufficiently targeted or responsive to the actual hiring dynamics which occur in the various components of the structure. It is also useful to recognize that there are federally funded programs (for example, the Job Training Partnership Act) that also represent a labor market beyond the dual labor market presented by Doeringer and Piore. And, there are informal labor markets that tend to be outside the corporate or organizational structures and represent different forms of self-employment, entrepreneurship, or the underground economy (Gershuny and Pahl 1979-1980).

In the future, conceptual models dealing with both career behavior and career intervention will demand more attention (for example, role integration, sex-role shifts, and dual career couples). Super (1980) has portrayed nine major life-career roles—child, student, leisurite, citizen, worker, spouse, homemaker, parent—that persons play for different amounts of time with different stability and intensity. More needs to be known about these roles and their effects upon the conception and delivery of comprehensive career guidance programs.

Beyond these areas is the area of special populations. Future trends in career guidance theory and practice should include more refined attention to such populations. Among those that will undoubtedly receive increased effort are undecided or indecisive individuals, emotionally disabled or mentally retarded youth and adults (Karayani 1981), and the physically handicapped.

In addition, as programs of career guidance or career development become more sophisticated and mature, increased attention must be given to the comparative effects of

career guidance interventions. The journals' pages are now filled with advertisements and exhortations about the value of different types of approaches or resources. On balance, however, these approaches and resources are not being examined with regard to their advantages and disadvantages vis-a-vis different presenting problems, population types, or settings. It seems critical to the future effectiveness and to the credibility of career guidance programs that systematic attention be given to such intervention effects.

Future career guidance programs will need to concern themselves with the range of roles affected by whether or not work is seen as a central commitment. Depending upon the type of work in which one is engaged, it may not be possible to find personal fulfillment, or satisfying human relationships, or a sense of achievement in it. In such instances, persons will need to look elsewhere for outlets for such needs. The leisure world of volunteer activity, hobbies, and nontechnical learning may serve such needs for self-fulfillment. Some persons may be forced into extended periods of leisure because of work dislocation, reduced work time, or early retirement. Some persons may seek leisure opportunities because they are not committed to work as a central concept in their lives. Regardless of which of these reasons persons are motivated to engage in leisure activity, how one chooses and conceptualizes the use of leisure in life will be a legitimate and growing emphasis in career guidance. Counselors must incorporate responses to these emerging trends.

Current Research

In addition to shifts in theoretical models that must be considered in guidance and counseling programs, there is also a series of other content needs flowing from what I have called the demystification of work selection and adjustment.

In my judgment, theoretical emphases giving shape and substance to guidance are moving in several directions simultaneously. One direction has to do with understanding more fully the normal person and his or her developmental problems, rather than extrapolating from the abnormal person to the normal person as was frequently true in the past. We are seeing less discussion of normal and abnormal or incapacitating behavior being on a continuum that differs only in the matter of degree. Increasingly, normal and abnormal behavior are seen as different in kind, requiring different approaches and different conceptualizations. A powerful influence in such trends is the growing understanding of brain chemistry and its role in mental processes, including those associated with various types of mental illness. When chemical imbalance is implicated in such mental illnesses, medication, not the "talking cure," is the treatment of preference, although patients and their families can gain support through counseling.

For these reasons and others, major thrusts in mental health theory are moving away from reliance on "disease entities" as an explanation of behavioral problems and moving toward greater attention to the behavioral or skill components of what many observers describe as problems in living. The substance of such approaches has been skill training as a major intervention modality for primary prevention. The assumption that skills can be taught as a means of eliminating interpersonal deficits or learning new behaviors is consistent with a behavioral rather than a disease orientation toward guidance service delivery. From a behavioral orientation, *personal competence* is seen as a series of skills that an individual either possesses or can learn through training. The acquisition of certain

skills may generalize to facilitate the development of competence in other aspects of one's life (Danish, Galambos, and Laquatra 1983). Termed by some observers as "life development skills," these objects of intervention include *cognitive* and *physical* skills; *interpersonal* skills such as initiating, developing, and maintaining relationships (for example, self-disclosing, communication, feeling accurately and unambiguously, being supportive, and being able to resolve conflicts and relationship problems constructively); and *intrapersonal* skills such as developing self-control, tension management and relaxation, setting goals, and taking risks (Danish, Galambos, and Laquatra 1983).

Undoubtedly, these conceptions of "life-coping skills" are gaining in credibility as research is unfolding about the importance of specific types of skills or the access barriers to particular kinds of environments that can be overcome by particular skills. Examples of these are the extensive research of Haccoun and Campbell (1972) in identifying the job-entry problems of youth, the outcomes of which were subsequently described by Crites (1976) as "thwarting conditions" that new workers may experience as they become established on a job. These thwarting conditions were found to be of two classes: (1) those dealing with job performance (for example, responsibility, maturity, attitudes and values, work habits, adjustment to peers and supervisors, communication, taking on new roles, self-image, and coping with automation and new technology) and (2) those dealing with job-entry, career-planning, and career management problems (for example, job seeking, interview and test taking, geographic mobility, family and personal situational adjustment, job layoffs and rejection, prejudice and discrimination, occupational aspirations and job expectations, career planning, and career management).

Another example is the extensive research on job search assistance from which Wegmann (1979) concluded that "job-finding is a learnable skill." To be more precise, the ability to find a suitable job in a reasonable period of time demands a series of learnable skills. A final example of pertinent research is that of Campbell and Cellini (1981) on adult employability. They contend that across the stages of adult career behavior, four common tasks tend to recur. They are (1) making decisions, (2) implementing plans, (3) achieving organizational/institutional performance at an acceptable level, and (4) accomplishing organizational/institutional adaption so that the individual can effectively take part in the work environment. Each of these four tasks also has a series of subtasks or behaviors that comprise the major task.

The basic point is that the types of research identified here demystify the problem issues (for example, employability, functional illiteracy, work adjustment). In doing so, they provide the content for training modules and other specific learning activities built around individual or group assessment needs regarding attitudes, information, or skills. They therefore lend themselves to major emphasis in guidance and counseling programs.

There are a number of perspectives from Herr and Cramer (1984) that address major elements of work and society and career interventions in those relationships. They represent themes that I believe need to be considered fully in many components of counselor education. Here are a few of them.

- The language we use to talk about work and its various manifestations—for example, job, position, occupation, industry—is extremely important as a frame of reference for providing a career guidance rationale and for considering what goals and strategies are appropriate for it to embrace.
- Work has different purposes for different people; the same work can be interpreted differently by different people at the same time and by the same person across time.

- There are strong links between work and mental health.
- Unemployment is not just a loss of economic livelihood but a major factor in stress-related diseases, hypochondriasis, suicide, rises in mental illness, chemical dependency, and child and spouse abuse.
- A significant portion of college students are experiencing difficulties in relating their educational pursuits or the choice of majors to careers or the world of work.
- The goals for career guidance in higher education must be seen as comprehensive if student diversity is going to be effectively acknowledged. They include assistance in selecting a major field of study, engaging in self-assessment and self-analysis, understanding the world of work, making decisions, gaining access to the world of work, and meeting the unique needs of various subpopulations.
- One of the fastest growing opportunities for the provision of career guidance and counseling services is in business and industry. Even so, such services are not yet common to these workplaces.
- There are developmental career patterns in organizations that can be identified and that have implications for the provision of career services.
- Although relatively recent, there are emerging role and function definitions of career counselors or counseling psychologists in industry.
- The provision of career services tailored to the middle-aged and older worker is a recent trend.
- The adult population is extremely heterogeneous and not contained in any single institution. Therefore, the population seeking career services is large, diffuse, and characterized by many different types of career concerns.
- Career counseling techniques for adults with career problems frequently need to embody dissemination of information, crisis intervention, attention to readiness and motivation for work or their lack, attention to reality concerns, and the need for specificity in planning.
- Many women interested in returning to the work force translate their lack of salable skills into feelings of little self-worth. The latter frequently becomes a major counseling issue.
- Reentry women typically need counseling and information about job opportunities; career decision making; personal assets and skills; full-time versus part-time work; hiring, promotion, and retention practices; and possible jobs with current education versus the implications of additional schooling.
- Successful programs of career guidance for the long-term unemployed tend to focus on the individual's work attitudes as well as job skills development. Frequently, unemployed persons need an assessment of their work assets and training in job-seeking skills.
- The majority of women will experience some interrole conflict. As a result, career counseling may be useful to help these women redefine the expectations of others and modify their own expectations of behavior. Career counseling may also be useful in assisting couples to examine expectations of each other, role definitions, alternatives to maternal care giving, and the delegation of home responsibilities.
- Career counseling should bring about self-understanding and result in action. However, career counseling should not be viewed in a narrowly defined way. "Pure" career counseling or a single model thereof is illusory.

- Decision making is a learned process, crucial to career choice and behavior. The elements of decision making can be identified in various programs effectively used to teach them.
- The use of groups for the purpose of career counseling or guidance is a major strategy. Groups can be used for information dissemination, motivation, teaching, practice, attitude development, exploration, and counseling.

Finally, as insights are developed about the dramatic changes in the social, occupational, and economic environments that are occurring and the impact they have on individual behavior, as shifts occur in the types of theoretical models important as the bases of career guidance and counseling, and as research demystifies the components of the school to work transition and work adjustment, we come to the question of how some of these perspectives might be accommodated by career guidance counselors.

Counselor Competencies

I strongly believe that guidance counselors should possess specific competencies necessary to operate career guidance and counseling programs as effectively as possible. There are several excellent models of such competencies available. For example, the 1973 joint position statement of the National Vocational Guidance Association-American Vocational Association's Commission on Career Guidance and Vocational Education identifies 10 responsibilities of counselors and related specialists in facilitating the career development and career guidance of students. The 1974 American Personnel and Guidance Association (APGA) position statement describes the role and functions of counseling and personnel practitioners in career education, and delineates six leadership and seven participant roles for counselors in career education. The 1976 Association for Counselor Education and Supervision position statement on counselor preparation for career development/career education lists knowledge and competencies important to career guidance practitioners in some 15 areas. The 1980 APGA position statement identifies career guidance program components and counselor competencies in planning/design, implementation, and evaluation. Finally, the 1982 statement of vocational/career counseling competencies promulgated by the National Vocational Guidance Association includes a comprehensive description of knowledge and skills in six major competency areas.

- General counseling skills
- Information
- Individual and group assessment
- Management/administration
- Implementation
- Consultation

Counselors should be familiar with the content of these competency statements, be assisted to assess the degree to which they personally possess such competencies, and where deficits are identified, be helped to obtain systematically the knowledge and skills they lack.

Further, using techniques derived from behavioral approaches to counseling, systematic counseling, microtraining, and similar processes, counselors can gain skills

associated with specific elements of the career counseling and guidance process. Of particular importance is the identification of the elements that comprise different aspects of the counseling or guidance process. The competency statements cited can help build counselor skills in small increments in each of these elements through the process of microtraining. The underlying assumption is that the analysis of counselor behavior, modes of interaction, and types of information that counselors use with different students or clients represents a large repertoire of specific behaviors that a counselor needs and that can be learned in separate packages or modules.

Although I believe this whole process of demystifying career counseling and guidance is important in identifying detailed, teachable skills and in applying new instructional methods (for example, modularization), we have to be careful not to stop there. As I suggested earlier, although there are some clearcut additions of content and process in a counselor's knowledge base that emanate from the emerging social and economic contextual demands upon career guidance and counseling, the latter cannot be compartmentalized and separated from all other aspects of counselor expertise. If we really believe that career guidance and counseling is important, we must be sure that the knowledge and skills possessed by counselors are conceived of "as a system embracing a number of subsystems" (Shertzer and Stone 1981, p. 142). Such subsystems have been classified and ranked by Hollis and Wantz (1977) and are illustrated in table 1.

TABLE 1
COUNSELOR KNOWLEDGE AND SKILLS SUBSYSTEMS

Rank	Area	Definition
1	Cognitive Experiences	Readings, discussions, idea exchange, and presentation
2	Student Counselor	Serving as a group member, interviewee, or counselee
3	Participative	Serving as a group member, interviewee, or counselee
4	Vicarious	Audio and video recordings, films, and other canned experiences
5	Perceptual	Observations, closed circuit, live audiotapes, and field trips
6	Situational Simulation	Role-playing, sociodrama, psychodrama, and decision-making games
7	Sole Professional	Internship, school or agency setting, research, or consulting/supervising
8	Conjoint Experience	Working with a professional person and sharing such duties and responsibilities as teaching or cocounseling

The point is that each of these subsystems needs to reflect the kinds of conceptual or theoretical perspectives, knowledge, attitudes, and skills important to career development, career guidance, and counseling. To pour such information into only one of these subsystems is to perpetuate the myth that career guidance and counseling is only a matter of testing and telling 'em, atheoretical, and much less complex than or independent from other areas of counseling.

I also believe that the images, knowledge, and skills needed by career guidance counselors should attend conceptually, in terms of skills to be acquired, to the importance of systematic electism, differential treatment, or multimodal approaches, as most career problems are multidimensional and need several different types of resolution; to the use of technology—and the range of audiovisual materials, decision-making games, values clarification, simulations, behavior rehearsals, directories, self-help resources, and computer-based systems; to both developmental and treatment approaches to counseling; and to program planning and collaborative behavior.

In addition, let me say a word about career guidance and counseling for exceptional, disabled, or handicapped persons. Neither models nor materials are now available to deal as effectively as is desired for training counselors to facilitate the career development of exceptional people. Much of the relevant material for children and adults is widely dispersed through the rehabilitation, veterans administration, employment service, and CETA/JTPA literature. With relatively few exceptions, it has not been assembled in a coherent manner to focus upon specific types of exceptionality at different developmental ages. Such perspectives need to be incorporated more fully into all counselors' experience, not just that of rehabilitation counselors.

A further perspective concerning special needs populations that needs to be embodied in counselors' backgrounds has to do with the shifting nature of what we mean by special needs. Historically, we have defined such populations in terms of physical, mental, emotional, or economic disadvantages. These are people who have been denied access to the work force because their handicaps have been the sources of prejudice, bias, and other obstacles. Now we are adding another definition of special needs to this mix: those who are "at risk" because of transitions or crises in their lives for which career guidance can be a treatment of choice. These are persons who might be experiencing preretirement anxiety, occupational dislocation, the loss of a loved one, less than satisfactory early labor market experiences, or the transition from being an offender to an ex-offender. These, too, are special needs populations whose problems and characteristics must be acknowledged in guidance and counseling programs and in the differential treatments available.

Finally, I believe that counselors must increasingly seek internship opportunities during their early training that encourage them to participate in actual work sites and with populations who are experiencing school-to-work transitions, work adjustment problems, or other transitions (for example, displaced homemakers) as they can see, firsthand, different parts of the labor force acting interdependently and at risk. Such internships are not substitutes for supervised counseling practice. Rather, efforts designed to involve them as participant observers, consultants, and even counselors in actual settings are preferable to experience only in our own fairly sterile practicum facilities.

Obviously, there is much more work to be done to prepare ourselves, as counselors, to understand the growing importance of the linkages between work and society.

References

- Bandura, A. "Self-efficacy: Toward a Unifying Theory of Behavioral Change." *Psychological Review* 84 (1977): 191-215.
- Campbell, R.E., and Cellini, J.V. "A Diagnostic Taxonomy of Adult Career Problems." *Journal of Vocational Behavior* 19, no. 2 (1981): 175-90.
- Crites, J.O. "A Comprehensive Model of Career Development in Early Adulthood." *Journal of Vocational Behavior* 9 (1976): 105-18.
- Danish, S.J.; Galambos, N.; and Laquatra, J. "Life Development Intervention Skill Training For Personal Competence." In *Preventive Psychology: Theory, Research, and Practice*, edited by R.D. Felner. Newark, NJ: Pergamon Press, 1983.
- Doeringer, P.B., and Piore, M.J. *Internal Labor Markets and Manpower Analysis*. Lexington, MA: Lexington Books, 1971.
- Gershuny, J.I., and Pahl, R.E. "Work Outside Employment: Some Preliminary Speculations." *New Universities Quarterly* 34, no. 1 (1979-1980): 120-35.
- Ginzberg, E. "Restatement of the Theory of Occupational Choice." *Vocational Guidance Quarterly* 20, no. 3 (1972): 169-76.
- . "The Mechanization of Work." *Scientific American* 247, no. 3 (1982): 66-75.
- Haccoun, R.R., and Campbell, R.E. *Work Entry Problems of Youth: A Literature Review*. Columbus: Center for Vocational Technical Education, The Ohio State University, 1972.
- Herr, E.L. and Cramer, S.H. *Career Guidance and Counseling through the Life Span: Systematic Approaches*. Boston: Little, Brown and Co., 1984.
- Herr, E.L., and Watts, A.G. "The Implications of Youth Unemployment for Career Education and for Counseling." *Journal of Career Education* 7, no. 5 (1981): 184-202.
- Holland, J.L. *Making Vocational Choices: A Theory of Careers*. Englewood Cliffs, NJ: Prentice-Hall, 1973.
- Hollis, J.W., and Wantz, R.A. *Counselor Education Directory: Personnel and Programs*. Muncie, IN: Accelerated Development Press, 1977.
- Karayani, M. "Career Maturity of Emotionally Maladjusted High School Students." *Vocational Guidance Quarterly* 29, no. 3 (1981): 213-20.
- Lawler, E.E. *Motivation in Work Organizations*. Monterey, CA: Brooks/Cole, 1973.
- Riche, R. "Impact of New Electronic Technology." *Monthly Labor Review* 103, no. 3 (1982): 37-39.
- Shertzer, B., and Stone, S. *Fundamentals of Guidance*, 4th ed. Boston: Houghton, Mifflin, 1981.
- Super, D.E. "A Life-Span, Life-Space Approach to Career Development." *Journal of Vocational Behavior* 16, no. 3 (1980): 282-98.
- Super, D.E. *The Psychology of Careers*. New York: Harper & Row, 1957.
- Tiedeman, D.V. "Decision and Vocational Development: A Paradigm and Its Implications." *Personnel and Guidance Journal* 40 (1961): 15-20.
- Vroom, V.H. *Work and Motivation*. New York: Wiley, 1964.
- Wegmann, R.G. "Job-Search Assistance: A Review." *Journal of Employment Counseling* 16, no. 4 (1979): 197-226.

The Counseling Profession: Striving to Make a Difference

Julian M. Earls
Chief-Health, Safety, and Security Division
NASA Lewis Research Center
Cleveland, Ohio

As a man of science, I address a nontechnical topic. Sometimes scientists and engineers forget their responsibilities as members of a broader community. I often tell my colleagues, "You can have all the technical knowledge in the world at your fingertips, but if you aren't a caring human being, you are the most dangerous creature on earth . . . and the most unfulfilled." Science will never be able to reduce the value of human commitment to arithmetic. Nor can it reduce friendship or statesmanship to a formula. The challenge of accomplishment in living, the depth of insight into beauty and truth will always surpass the scientific mastery of nature.

Those of you involved in education, and the guidance and counseling profession in particular, are members of the most noble and important profession of all. For educators train the scientists, engineers, physicians, lawyers, secretaries, mechanics, and politicians of tomorrow. I maintain that those who educate children well are more to be honored than those who produce them, for those who produce them only give them life; those who educate them teach the art of living well.

For all of us, it is not sufficient merely to acquire knowledge. We have a responsibility to strive actively to use that knowledge in meeting human needs. We must perform a self-evaluation. We must make the value judgments that will determine what the future holds. Through the ages, value judgments have played a directive role in human endeavors. Socrates said of idealism, "Whether a city of God does exist, or ever will exist on earth, the wise man will pattern himself after the manner of that city . . . having nothing to do with any other, and in so doing, will set his own house in order." History will not deal kindly with us if we do not learn the lessons of involvement.

We must strive to teach our young people all we know and hope they will be inspired to learn even more. It is important that we also continue to strive to increase our knowledge no matter how long we have lived. The Roman scholar Cato started to study Greek when he was 80 years old. Someone questioned why he would start to study a new language at such an advanced age. Cato responded, "Eighty is the earliest age I have left."

I submit to you that your age as of this moment is the earliest age you have left to start doing some of the things you have wanted or needed to do, but have delayed. Perhaps you have delayed returning to graduate school, taking music lessons, studying a foreign language, or getting active in community service. No matter what the goal, please dedicate yourselves to getting started. Your success in meeting your goals will serve as an example and inspiration for the students who closely observe you.

I especially implore you to encourage students to choose careers in science and engineering. Too often our students avoid science and mathematics courses, and, as a result, our nation suffers. It is interesting to compare certain occupational statistics for the United States and Japan. The numbers in table 1 make a startling statement:

TABLE 1
PROFESSIONALS PER 10,000 PEOPLE IN THE UNITED STATES AND JAPAN

	U.S.	Japan
Lawyers	20	1
Accountants	40	3
Scientists/Engineers	70	400

We must help our students believe in themselves and encourage persistence in their pursuit of knowledge. They must take not only the mathematics and science courses, but they must also master English, history, and more. The educated citizenry we require must be able to communicate well and relate to our past.

Educators know better than I the need for early decisions by our students. If we provide more relevant information, in language they can understand, we can aid that early decision-making process. Although they may change their minds, they can avoid lost time by taking the basics, no matter how difficult or boring the basics may appear to be.

The true value of an education is the ability to make yourself do what has to be done when it ought to be done, whether or not you like it. That is the first lesson that ought to be learned, but unfortunately it is the last lesson most people learn thoroughly. However, when you learn and live that lesson and make an effort to help people, don't be disappointed when they are not appreciative. You must help them anyway.

People who are in the teaching profession certainly are not working solely for the money. No amount of money ever made a good teacher, lawyer, nurse, soldier, or engineer. Besides, unless the job means more than the pay, it will never pay more. Just remember, those who love teaching teach others to love learning. Although you don't get paid what you deserve or have proper funding for your programs, please continue to do the best you can.

I know those of you who work in the guidance profession are doing everything possible and are regretful you can't do more. I can sense your enthusiasm and that is extremely critical for success. It was Emerson who said, "Nothing great was ever accomplished without enthusiasm."

I have always accepted the challenge to make significant things happen, and enthusiasm is a key factor in meeting that challenge. This concept was crystallized for me a few years ago when I visited my hometown, bringing my two sons with me. I took them to my undergraduate college and to the old fraternity house. I wanted to show them the old card room.

The card room, I explained, was the house holy of holies. Each generation of the brothers carved their names on the wooden tabletops. When the wood could hold no more names, the tops were hung along the wall to be regarded reverently by the undergraduates. I was anxious to show my sons my name in mouldering oak. It undoubtedly was the Kilroy in me.

So I took them into the fraternity house and led them up to the card room. But we couldn't get in. The younger brothers had turned it into a kennel for the house dog. I turned

away crushed and embarrassed. Then I thought about it. It occurred to me that the brothers were really pretty smart. Names are not to be worshipped. There is no particular inspiration in reading headstones in a graveyard or thumbing through the telephone directory. The comfort of the house dog was certainly of more legitimate concern than a collection of dusty initials.

For a name deserves to be remembered only in relation to the effect its owner had upon his or her times. In this respect, the world's great rascals, such as Alcibiades, Warren Hastings, and Adolph Hitler, have a genuine claim to fame. But the only name that deserves reverence, whether famous or not, is attached to that person who in greater or lesser degree, in accordance with his or her talents and opportunities, changed things for the better. The name on a wooden tabletop means no more than the name carved deeply into marble on an expensive mausoleum. These are merely manifestations of Kilroyism. The fact that Kilroy was here is of no importance. The question is, did anything significant happen because Kilroy was here? The challenge we all face is to make something significant happen because we were here.

Exercising All the Options

Thomas Reiser
Superintendent
Scioto County Joint Vocational School
Lucasville, Ohio

It seems all too often that when educators, politicians, or any segment of society initiates a discussion of American education, the emphasis is usually on early elementary, preschool, secondary, or higher education. Many times the importance of the transitional years of middle and junior high school programs is ignored, or at very best, deemphasized.

I have been a professional educator for 29 years, and I clearly remember the 3 years that I taught junior high school industrial arts. Those 3 years were my most difficult, but I certainly learned to admire my fellow teachers, who not only survived the experience, but worked diligently to present to their students an interesting and valuable educational experience. I came to realize in later years the tremendous influence that all good teachers have on the lives of their students, but I still believe that middle and junior high teachers have the opportunity to have a greater influence than most in the important area of establishing valid educational and career goals.

As educators we need to be aware of the awesome responsibility we have to help prepare our students to make wise choices concerning their future. I can think of no other profession where an individual has as much opportunity to be a positive influence in the lives of their clients as we do in education. When we think of our students' future and recognize that today's students will be the work force of the 21st century, when we also consider the economic changes that have occurred in recent years as we have unceasingly progressed toward a global economy, we realize it is increasingly important that we produce graduates who are better educated, more highly motivated, and therefore more productive in their chosen professions. The economic future of our nation is dependent upon the productivity of our people, and the nation's public schools have a gigantic challenge to ensure our competitiveness in the world economy.

Harold Hodgkinson, a senior fellow with the American Council in Washington, D.C., has done extensive research on demographics in education. His publication entitled *All One System* (1985) provides a comprehensive look at American education as it is, the challenges we face, and some suggestions for the future. One of the most startling but true statements made in the report is that the only segment of society that thinks of our educational system—nursery school through postgraduate institutions—as a system is the students. As teachers, counselors, and administrators, we often know little about the education of our students before we receive them or about the opportunities they have when they leave to move to the next level of the system. To remedy this problem, we must, as Hodgkinson

says, begin to see the educational system as a single entity. This means, of course, that we must at every step in the educational system become more familiar with the experiences students have had before they reach us and the opportunities available to them as they leave.

The Career Education Program that is in place in Ohio can be a major factor in accomplishing this goal, but it takes the cooperation of all educators to effect meaningful change. Career education coordinators, working with middle and junior high school teachers and counselors, should be providing pertinent information and experiences so that all students, working with their parents, can make realistic choices in acquiring the proper educational background to achieve their future career goals.

As a vocational educator, it troubles me that most of the national reports refer repeatedly to baccalaureate education programs and preparation for students to enter and complete college. One would deduce from reading these reports that the only worthwhile goal of each student entering the educational system should be attaining at least a baccalaureate degree. Yet we know from data that only 20 percent of the jobs today and in the future will require 4-year college degrees; furthermore, only approximately 14 percent of Ohio's population today has earned baccalaureate degrees. When we combine this with the U.S. Department of Labor, Bureau of Labor Statistic's 1980 forecast that over 50 percent of future jobs in Ohio will be in the areas of manufacturing, retail sales, transportation/communication, and construction, it is evident that to be competitive in the 1990s and beyond, we must assist young people, middle and junior high school students, in understanding the world they live in and the opportunities of the future.

Career information and experiences at this level are of supreme importance as students of today prepare for the jobs of tomorrow. We need college graduates to move into those positions that require baccalaureate, graduate, or postgraduate education, but we also need craftworkers, technicians, and skilled workers to make our state and our nation competitive and successful.

Vocational education in Ohio, both at the secondary and post-high school level, is recognized nationwide as a leader in its field. It provides students with limitless opportunities, and our achievements are measureable. Research data from the National Center for Research in Vocational Education show that vocational graduates have higher annual incomes than other high school graduates. They have lower rates of unemployment and are more likely to be employed in full-time rather than part-time jobs. Vocational graduates require less on-the-job training and male high school students who enroll in vocational education are approximately 8 times more likely to be self-employed than males who do not pursue vocational education at the secondary level. Vocational education youth club activities at the secondary level are unparalleled at providing opportunities for students to develop citizenship, leadership quality, understanding of the work ethic, pride in accomplishment, self-confidence, self-esteem, and decision-making skills.

Although many will tell you otherwise, vocational education at the secondary level is not an end in itself. It is quite often the key that unlocks the door to further educational opportunities in the military, technical schools, community colleges, and even the 4-year colleges and beyond. We need to teach young people to explore and use all the options available to them so they may find the pathway to their successful future.

As middle and junior high school counselors, administrators, and teachers, you may play an even more important and informative role in the future success of your students

than you ever dreamed possible. We have a choice—we can do nothing about the future and be shaped by it ourselves, or we can design and shape the future for ourselves and society. We need to believe in our ability to influence the future and we need to convey this belief to today's students as they prepare for tomorrow.

On the walls of the Library of Congress in Washington, D.C., is a quotation from Diogenes. It says simply, "The foundation of every state is the education of its youth." Let's provide a solid foundation for Ohio. We can do it if we exercise all the options.

PART 3

Enhancing Career Choice with Available Resources

Resources for Taking Career Education into the Classroom

Hal Merz
Program Associate
National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio

One of the biggest challenges for counselors is getting classroom teachers involved in the career education process. One of the hurdles has been the lack of easily usable materials that teachers can apply to classroom situations.

There are, fortunately, some excellent resources now available that teachers can use. One of the best packages of materials on bringing careers into the classroom is *Career Information in the Classroom*,* developed by the National Center for the New York State Occupational Information Committee and available commercially from Meridian Education Corporation.

The heart of this resource is an exceptionally clear set of inservice materials that can be used for training all subject matter teachers. Although designed for group inservice training, the modules can also be used by teachers individually. Either way, teachers learn how to infuse career concepts and information into their regular classroom lessons.

The suggested activities in *Career Information in the Classroom* draw heavily on the mainstay publication in the career field, the *Occupational Outlook Handbook (OOH)*. The *OOH* is considered the primary reference for approximately 200 careers and is an important item with which all classroom teachers will want to be familiar.

Along with the *OOH*, the elementary or middle school teacher can rely on the *Children's Dictionary of Occupations*, which has cartoon pictures and brief descriptions of workers in many fields. The dictionary can be used directly with students to explore careers. For example, when teaching a subject area such as science, teachers can have students look up all related scientific and technical occupations.

To assist teachers in math, science, and general business, COIN Career Guidance Products markets the *PEAK* series. *PEAK* contains classroom exercises that relate these academic subjects to the workplace. Teachers can use *PEAK* exercises as substitutes for or enrichments of textbook activities, which is made easy since the *PEAK* exercises are coded to topical areas typically found in texts and standard curriculum in these subjects. For example, one unit is about firefighters setting up ladders and deals with the scientific concept of center of gravity.

Counselors will also find the *PEAK* materials useful because they are keyed to occupations coded in COIN's microfiche and computerized career guidance system. If students are interested in a particular occupation, counselors can direct them to try out related *PEAK* exercises.

* For purchase information about all the products discussed in this section, please refer to Part 3 of this publication where abstracts of these resources appear.

Exploring Careers in the Classroom

Margo Vreeburg Izzo
Program Associate
National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio

There are many products available that can help us do our job—that of helping young people discover what they want to do with their lives. One such product is the *Group Interest Sort*,* developed by the National Center and available from the Conover Company. It is an easy to use, quickly administered, 50-question survey that helps youth identify what types of activities they like to do. The survey asks such questions as, "Do you like to work with people?" "Do you like to work outdoors?" "Do you like to work with numbers and symbols?"

The survey does not ask students if they want to be lawyers, child care workers, or auto mechanics because many young people are not really sure of the answers to those questions yet. It is more beneficial to ask them what types of activities they like so they can start investigating occupations that use those activities after completing the survey. Students can score the surveys themselves or be scored by an instructor to find out about categories in which their interests lie.

Using the survey has several benefits and uses. One benefit is that it helps middle school and junior high school students begin thinking about careers in terms of their interests and abilities—an important activity since this is the age when such exploration should begin. Teachers can use the survey results to determine students' high interest areas and can then match these interests with curriculum. This is a particularly useful activity when motivating students to learn in academic subject areas, since we know that students are more interested in completing assignments that relate to their high interest areas.

Counselors and teachers alike can use the survey results to encourage students to investigate occupations related to their interest areas. For instance, students interested in advising can be directed to review occupations that call for advisement skills, such as child care worker, lawyer, or travel agent. If the interest area is arranging, occupations such as interior designer, florist, or hair designer can be explored. Other interest categories are building and making, doing clerical work, helping, maintaining and repairing, thinking in pictures, and using environmental information.

The *Group Interest Sort* is packaged as either a floppy disk or film strip with accompanying cassette. It is part of a larger package called the *Career Planning System*, which is described next.

* For purchase information about all the products discussed in this section, please refer to Part 3 of this publication where abstracts of these resources appear.

The *Career Planning System (CPS)*, also developed by the National Center and available from the Conover Company, allows students to explore occupations in their interest areas identified by using the *Group Interest Sort*. The student who scored high in the category of advisement, for example, could explore several occupations by experiencing the types of activities a worker does every day. A mix of skilled and professional occupations, such as carpenter, child care worker, and lawyer, are available.

The system is useful because it takes students beyond the outward appearance of the occupations and gets them involved in actual activities of the job. For example, television presents a glamorous or exciting image of police officers, but being a police officer in fact involves many routine activities. To demonstrate one such activity for the occupation of police officer, the system leads students step by step through taking an accident report.

The system is packaged on 45 floppy disks. The program is interactive, and can be customized to produce a printout identifying each students' high interest areas and courses needed to gain the skills and basic academics for success in a given occupation. This information can be tied in with school curriculum and used to support each student's individualized education and employment plan. Counselors and vocational evaluators will find the system useful, but it is equally useful to teachers in the classroom.

Math on the Job is a set of 30 booklets that allows students to explore the use of math in specific occupations. The 30 occupations were selected by a panel of consultants who determined that these jobs are generally available in every community, whether it is small and rural, or large and urban or suburban.

The series helps teachers make the point that all workers use math on the job. It also allows teachers to reinforce math skills by making math practice less abstract and boring. The series is written at a 3.5 reading level, yet it does not talk down to students, which makes it ideal for learners who are at risk of dropping out of school.

Each booklet presents between 30 to 45 math problems in several different application areas for that worker. A painter, for example, uses math to estimate how much paint is needed for a job and to figure bills. At the end of each booklet, details are given about the amount of education required (e.g., algebra, geometry) as well as training and experience needed to enter that occupation. The booklets can be purchased individually or as a set.

Parents can be a positive part of the guidance component, and *Corridors to Careers* is a package targeted to parents of disabled youth. Over the last decade, we have focused on helping disabled individuals make the transition from school to work instead of assuming they would not work. This new attitude assumes that everyone who wants to work and who has the abilities and skills to do so will be helped to find a job. Parents are having a difficult time dealing with this new attitude because it was not prevalent when their disabled children were born some years ago. They need our help, and this training package has many activities that help parents get involved in school programs.

The first guide, *In Search of Careers*, covers exploration activities and explains how a transition program can cover the skills the individual needs to go to work. Parents can sit down with their sons or daughters and, using this guide, feel they have an active role to play in helping their children explore the labor market.

The second guide, *Finders—Keepers*, covers job search activities and outlines skills needed for survival on the job. The last guide, *Making It . . . On Your Own*, covers the independent living skills necessary, such as finding an apartment, making decisions, and budgeting.

The entire *Corridors to Careers* package has case studies throughout about people who successfully bridged the gap between school and work. These case studies are real-life stories of how others overcame obstacles and achieved their goals. *Corridors to Careers* was developed at the National Center and is available from the Conover Company.

New Materials for "Connecting" Counselors with Their Students

Robert D. Bhaerman
Research and Development Specialist
National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio

During the past few years, the National Center for Research in Vocational Education has conducted some rather complex research on employers' hiring and job performance standards and the importance of various factors in job searching, job finding, job keeping, and, most importantly, job success. Using a massive amount of data from hundreds of employers across the country, several first-class curriculum developers at the National Center then transformed the somewhat technical information into a useful set of materials that students can use to smooth their transitions from school to work or to further schooling. The materials present a direct yet sophisticated approach to finding and keeping a job—sophisticated because students are figuratively able to enter the minds of many employers and see for themselves exactly what traits or habits employers want or, conversely, do not want. As a result, they learn that employers' perspectives vary and that, with proper guidance and counseling, they can plan ways to offset their own weaknesses, build their strengths, and turn what may be negative points into positive attributes. In short, they learn to navigate their transitions more effectively. That is why we call this product **CONNECTIONS***—it helps students connect more easily, less traumatically, with their next goal in life.

Although the materials in **CONNECTIONS**, for the most part, are intended for secondary school students, most are also appropriate for middle and junior high school students. Here is a very brief overview of some of the most relevant items in this teaching-counseling-learning package:

- *Priorities That Count* is based on research data that indicate how employers are influenced to hire and train workers and includes activities that lead students to a realistic approach in understanding employer standards.
- *On the Job* is a series of case studies that presents real-life situations, experiences that almost everyone has encountered at work, including becoming an "insider," training at the work site, and leaving a job.
- *What Works in the Job Search* is a thought-provoking videotape of job interviews presenting good and bad ways to present yourself, what should be done, and what should not be done.

* For purchase information about **CONNECTIONS**, please refer to Part 3 of this publication where an abstract of this resource appears.

- *Work Skills*, a set of competency-based materials for students with fairly low reading levels, deals with helping students think about jobs, how to get them, and how to keep them. The set consists of seven modules on presenting a positive image, exhibiting positive work attitudes, practicing good work habits, practicing ethical behavior, communicating effectively, accepting responsibility, and cooperating with others.

Three other parts of CONNECTIONS are also particularly appropriate for use by counselors: the *Career Portfolio*, *Credentials for Employment*, and *Career Passport*. The *Career Portfolio* is a folder to hold documents that reflect the student's qualifications for work (e.g., resumes and competency records). *Credentials for Employment* is a small pocket-sized booklet that serves as a certified record of the student's aptitudes, achievements, job skills, and work habits and behaviors. The *Career Passport*, which includes a "Leader's Guide" and "Student Workbook," outlines a systematic process for developing experienced-based resumes.

All of the materials, in short, are intended to provide students with informational, motivational, and hands-on activities to prepare them for job search and on-the-job success.

In Search of External Resources: Toward Guidance Program Improvement

Harry N. Drier
Associate Director
Organizational Development
National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio

Ask guidance program managers anywhere and they will tell you of their need for more help, equipment, time, training, materials, financial resources, support staff, administrative support, stronger guidance policies, and improved state guidance legislation, and this is just the beginning of their needs list. Many of these same guidance program managers feel helpless to correct their current situation, or at least severely constrained from doing so. The reasons they suggest might be that they are not in organizational decision-making positions, that organizational policy on guidance is not strong, that past experience indicates guidance is a secondary priority, and worse still, that they don't know where to begin, with whom to work, and what methods are best for change or improvement.

The solution isn't just supporting more federal and state legislation and writing more funding proposals. The solution must be premised on guidance program managers' assuming that they can cause change, can find new funding sources, and can identify ways of getting needed staff, materials, and support. Let us call this positive-thinking counselor an entrepreneur or an organizational developer. Such a positive-acting leader would have the following characteristics:

- Believes there are monies available
- Believes there are resolutions to problems and unfulfilled needs
- Understands the power structure in the community and how to utilize it
- Has strong data to demonstrate needs
- Has developed creative solutions to problems
- Is well known in the community and is viewed as credible
- Has an operational relationship with a network of groups, agencies, and individuals
- Doesn't mind spending extra time and energy to achieve goals
- Is informed about legislation; volunteer organizations; and state, federal, and local funding sources (e.g., JTPA, foundations, Carl D. Perkins Act)

In addition, a successful guidance entrepreneur usually holds these values:

- Funding sources don't come to you without work on your part.
- Much of resource development is human relations.

- Funds available under state and federal legislation can usually be used for program improvement.
- Any individual can effect change if he or she is patient and skillful.
- A person seeking help needs to know the needs and values of funding sources.
- Market your successes and build from them to get a sense of the needs being fulfilled.
- Your clients are your sales team, so stay close to them. Remember, satisfied customers buy repeatedly and often invest in the company.
- Have a small library of proposals ready for a funding opportunity that might show up without notice.
- Create opportunities by floating proposal balloons. Often the first ones to a resource can claim it for themselves.
- Empirical effects data win debates and funding competitions.

Beyond these entrepreneurial characteristics and values, a set of principles needs to be considered for successful resource development:

- If what you do or what you'd like to do is attractive enough, funding sources will sometimes seek you out. Be constantly visible and active in your specialized field.
- If you understand client needs better than the sponsor, the sponsor will want a relationship.
- Don't become totally dependent or reliant on any one funding source. Just one loss may put you out of business.
- Develop a Hershey candy bar marketing approach. If it's good, consumers market the product. Satisfied buyers always tell others about their satisfaction.
- Never be caught without a solution. Carry proposal drafts around as you look for an agency with a problem and money.
- Develop your support base. Who in the community or profession can provide you with support letters or a testimony on a minute's notice (e.g., the mayor, a legislator, university president, a professional association)?
- Become an expert in identifying implicit opportunities as well as those that are explicitly communicated by sponsors.
- Know who you are and what it is you do for whom. Decide who cares and develop a close relationship.

Using the System

Funding sources, regardless of type, are in the business of giving money away—not throwing it away. All funding pools have some guidelines for expenditure—from highly specific categories of funding for key groups or recipients to vague ideas of value that may lurk in the minds of those making the decisions. Success in acquiring funding requires you to convince the source that (1) what you propose to do with the funds meets all of their guidelines and (2) you can do what you propose successfully with some significant and visible achievement.

Pursue the Best Funding Sources

It is not always possible to know the best sources of funds in advance. No one guesses right all the time. Your goal should be to get as much information possible so that you reduce the amount of guessing that you do. You should plan to spend as much time becoming familiar with the sources and selecting those that best suit your needs as the time you will spend actually preparing your funding proposal.

Federal funds are expended primarily through state agencies that have their own special criteria and funding patterns. For this information, you must go directly to those in your state or community who are responsible for the expenditure of these funds.

For state and local governmental funds, the same thing is true. It may seem reasonable that, given the guidelines of the law and the needs in the community, funds should be expended in a particular way. There is no guarantee that those who are actually making decisions on the expenditure will agree. Direct information from the source is necessary.

Foundations list their focus in available foundation directories that can be found in any library; however, this information is often subject to considerable leeway in interpretation. It is also possible that there will be a change in direction or emphasis, or one coming in the near future.

Local sources tend to be what you make of them. To the extent that the impact of your proposal will be felt locally, local sources are more likely to be responsive to your requests. There is no substitute for personal contact with those you may wish to solicit.

One of the most useful ways to evaluate sources is to evaluate those things for which you seek funding:

- Do your needs constitute a neat, integrated package or are there several independent pieces?
- What is the total cost of your proposed effort?
- What things constitute one-time expenses? What things constitute continuing expenses?
- Are there items that have obvious appeal to a particular source (for example, a computer that might provide some excellent advertising for a local computer company, a set of materials that would be particularly relevant to employment in a local business, a private consultation space that might appeal to a retired psychiatrist who would like a personal plaque on the door, a minority group that a particular federal law or foundation targets)?
- Could the proposal be done in stages where a small initial grant could be used to prove worthiness, thus enabling credible pursuit of additional funds later?
- Might several sources of support be appropriate—using the support of one as leverage to gain the support of others?

Generally, smaller needs can best be met by local sources. Continuing costs are best funded by continuing budgetary sources—though external funding to demonstrate value is appropriate. Larger proposals work best when their specific focus is congruent with that of a foundation or federal or state law or when the proposal can be viewed as an innovative approach that could be used as a demonstration before future, wider dissemination.

There is no substitute for contact with the individuals who will be making the decisions. They have the information. They have no more interest in wasting their time than you have in wasting yours. They will encourage you to apply where it is appropriate—and discourage you where it is not.

What to Ask the Funding Source

Identify the appropriate person with whom to talk. This may take several calls. Start with the office of the person at the top. Call and, if possible, make an appointment. A letter is much easier for him or her to ignore. Following these steps will help as you meet with the potential funding source.

- Present a *brief, clear, and direct* statement of the following:
 - Who you are and/or whom you represent
 - Why you are seeking funding
 - How much you will need

Have a one- to two-page written summary of your plan that you can leave with the person to whom you talk.

- Ask if your proposal falls within the funding guidelines, including the funding level.
- Ask for suggestions that would make your proposal stronger.
- Ask if the funding source ever partially funds proposals.
- Ask for a list of previous recipients and copies of their proposals.
- Ask whom you can contact for further assistance or information.

Other Sources of Information

- Contact previous applicants, those funded and those not, and get copies of their proposals.
- Find professional proposal writers and readers within your region or local community who write or read funding proposals on a regular basis. These people usually have a wealth of inside information on how to write successful proposals.
- Talk to insiders, people in the organization to which you are applying. These people often have important information.

Establish That You Can Do the Job

A prime component of all funding decisions is some assurance that the funds will be well spent.

- Develop data that show you make the best of the resources you have.
- Show that you use (or have used) other sources well and successfully. Data on previous grants, previous special programs, or previous projects are helpful.
- Describe the supporting resources that you have available and will use cooperatively to make the funding and your program work.
- Gain the endorsement of supervisors, possible cooperative participants, and community leaders who may speak for those working to solve social problems (e.g., local unemployment office director, welfare director, personnel officer of large local employer).

Be Creative

Put yourself in the position of the funding source.

- What would you want to support with your money?
- What types of proposals would impress you?
- What indicators would ensure you that your money would be well spent?

Each funding source has people who make decisions based on their own values and expectations. All of them are people who tend to gain confidence from those things that give confidence to the rest of us.

- No one is impressed with things they don't understand.
- You should be able to state your project goal in one sentence.
- Self-doubt impresses no one. Present a picture of confidence in your proposal and your ability to do the job.
- The people reading your proposals will not know much about your specific circumstances. You must tell them clearly why the things you propose are needed.
- Most people will be impressed with numbers. Data that present your needs, timetables, and specific plans for assessment of effectiveness all suggest that you are well-organized and thorough.
- Most funding sources like to feel that the things they are supporting are valued by someone other than you. Provide evidence that your program is highly valued and supported by others.
- Funding sources like to feel sure that the needs are real. Include evidence that staff are overworked; clients have identified, unmet needs; space and supplies are insufficient to meet the proven need; demands are growing; and so on. Remember to project a positive image of need here, rather than a negative image of inadequacy.
- Most funding sources want to feel that they are needed—the good samaritan impulse. They will be impressed that you have gotten all the support you can, that you have gotten all the mileage possible out of available resources, and that you are making good faith efforts to support your program, but that you have needs that remain unmet.
- Funding sources need to see something that will catch their attention as being innovative but reasonable—something that is a creative attempt to deal with a real issue.
- Special projects and creative explorations are the stuff of funded projects. Look for creative and more efficient ways to put resources together and alternative ways to deliver services.
- Most people like to be recognized for their efforts and appreciated. Although there are anonymous givers, they are a minority. People appreciate having a facility named after them, having little plaques noting their giving, being invited to see what their good work has done, receiving special tours and privileges, having their efforts noted in the newspaper or newsletters, and so forth.

Step Lightly—Step Quickly

Many funding decisions are made informally, often before or independent of the actual proposal. Although this may sound like the way the "haves" hoard the money, it reveals a much more important and basic principle: People will generally provide funding to those they know and trust before they will fund unknowns with a good idea. No proposal can say everything. Personal knowledge, respect, and trust can fill in lots of gaps. Get to know the funding source well. On an individual basis, this is easiest with local sources. At state and federal levels, it is best to get support from those with authority and contacts who are known and trusted at those levels. Thus superintendents, state and federal legislators, heads of professional associations or parent groups, and so forth may be important resources in your quest for funding. You should get involved with these people so that they will know and trust you. Funding is a "people" business. Proposal writing and the actual program funding go easier if the "people work" is done first.

Resources You Can Use

Janet K. Ciccone
Program Associate
National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio

This chapter presents a set of resources that were discussed and shared at the Ohio Middle School and Junior High School Career Guidance Conference. Available from a variety of sources, they address different need areas of professionals interested in guidance and counseling. An abstract of each resource is given to aid readers in making the decision to acquire the items for their own use.

ADVOCNET

The Adult, Vocational, and Technical Education Electronic Mail Network

Developed and managed by the National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210-1090. (614) 486-3655 inside Ohio and (800) 848-4815 outside Ohio and inside the continental U.S. Ask for the ADVOCNET coordinator.

ADVOCNET is an online communications network that links federal, state, and local adult, vocational, and technical education personnel. Using an electronic mail system provided by Dialcom, members can transmit messages, documents, meeting announcements, and any other information to some or all members, or they can read various electronic publications placed on the system by the National Center. The system can be accessed with most receiving terminals, microcomputers, or word processors that are connected to a telephone by a modem. A CRT or printer is also needed.

Current members of ADVOCNET include state departments of adult, vocational, and postsecondary education; staff at the federal Office of Vocational and Adult Education; state liaison representatives; curriculum coordination centers; state program improvement coordinators; state guidance representatives; teacher educators; professional associations; postsecondary institutions; secondary school districts; and the National Center. Members can use ADVOCNET in a variety of ways. Local schools within a district or state can be linked, as can community colleges within a region or across the nation. Professional associations can communicate with their executive board or advisory committees. Reports,

correspondence, and messages can be sent with ease to a state department of education. Colleagues can request materials or assistance from each other or respond to such requests. Some of the advantages of using the system are as follows:

- Messages can be transmitted at any time, erasing time zones and avoiding telephone "ping-pong."
- Messages or information can be sent simultaneously to all or individual members with ease.
- A printed record of each message can be provided.
- Information is transmitted rapidly and cost-effectively.

Several electronic publications are available on ADVOCNET. For instance, CENTERLINE is maintained by the National Center and contains contributions from both network members and National Center staff. Some of the information is as follows:

- MEMO, a vocational education program improvement newswire
- PRODUCTS, a list of recent publications available from the National Center Publications Office
- EXCHANGE, a newswire devoted to vocational education special needs

In addition, all members may use ADVOCNEWS, a public electronic bulletin board on which messages and announcements of any kind may be posted, from job openings to conferences.

All new members receive a packet of information, including a user manual, a sample directory, and practice activities. Additional intermediate and advanced manuals are available, as is an online tutorial.

Development of ADVOCNET was supported by the Office of Vocational and Adult Education, U.S. Department of Education.

Career Development Needs of Thirteen-Year-Olds: How to Improve Career Development Programs

By Roger F. Aubrey, 1978. 81 pages. Developed by the National Vocational Guidance Association and the Association for Measurement and Evaluation in Guidance. Available from the American Association for Counseling and Development, 5999 Stevenson Ave., Alexandria, VA 22304. (703) 823-9800.

The National Assessment of Educational Progress (NAEP) is a series of studies that were initiated in 1964 and were intended to collect and report information about specific educational achievements about young people in the United States. Ten educational areas were assessed in 5-year cycles: art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies, and writing.

This particular document reports the results of the first NAEP Career and Occupational Development assessment of 13-year-olds that was administered during the 1973-74 school year. Three other age levels were studied during that year: 9's, 17's, and adults. The results for those age groups are reported in other publications.

The purpose of this assessment was to help educators gain a better understanding of the current status of a particular age group in specific career and occupational development objectives. Educators can use this information as they assess the needs of their own students and plan programs to meet these needs.

The Career and Occupational Development assessment used exercises to measure the degree to which students had met the specific objectives and subobjectives. The following list represents the objectives and subobjectives reported in this publication:

- I. Prepare for making career decisions
 - Know own characteristics relevant to career decisions
 - Know the characteristics and requirements of different careers and occupations
 - Relate own personal characteristics to occupational requirements
 - Plan for career development or change
- II. Improve career and occupational capabilities
 - Work done at home
 - Visits to places of interest in the community
 - Participation in out-of-school training and lessons
 - Self-perception of specific work-related skills
 - Job-seeking activities
- III. Possess skills that are generally useful in the world of work
 - Numerical skills
 - Communication skills
 - Manual-perceptual skills
 - Interpersonal skills
 - Employment-seeking skills
- IV. Practice effective work habits
 - Assume responsibility for own behavior
 - Use initiative and ingenuity to fulfill responsibilities
- V. Have positive attitudes toward work
 - Recognize the bases of various attitudes toward work
 - Seek personal fulfillment through own achievement
 - Value work in terms of societal goals

National samples were gathered at each age level. The total number of respondents included in the 13's group was approximately 38,000.

For the 13's group, there was also subgroup analysis by geographic region, sex, race, and parent educational level.

***Career Information in the Classroom:
Workshop Guide for Infusing the Occupational Outlook Handbook***

By Karen Kimmel Boyle and Ernest Whelden. Developed by the National Center for Research in Vocational Education and the New York State Education Department. 512 pages. Available from Meridian Education Corporation, 205 E. Locust Street, Bloomington, IL 61701. (309) 827-5455.

Developed under sponsorship of the National Occupational Information Coordinating Committee (NOICC) and the U.S. Department of Education, Office of Career Education, this publication is a set of six competency-based instructional modules and an instructor's manual. It is designed for preservice and inservice training of teachers in all subject areas, K-12, to help them gain skill and knowledge in effectively using the *Occupational Outlook Handbook* to infuse career information into their course curriculum.

Packaged in a looseleaf binder, the document contains the following six modules: (1) "Basic Career Development Principles," (2) "How to Develop Infusion Activities," (3) "The *Occupational Outlook Handbook* and Occupational Information," (4) "Understanding the Labor Market," (5) "Understanding the Economy," and (6) "Exploring Careers." The 512 pages include 150 pages of such handout materials as quizzes, sample lesson plans, self-assessment instruments, and transparency masters.

This work has been thoroughly field tested and remains up-to-date as it can be used with any edition of the *Occupational Outlook Handbook*. Technical assistance is available on a cost basis from the National Center for Research in Vocational Education for those desiring aid in planning and presenting training workshops.

Career Planning System

Developed by the National Center for Research in Vocational Education. Available from the Conover Company, PO Box 155, Omro, WI 54963. (414) 685-5707.

The *Career Planning System (CPS)*, which was developed under sponsorship of the Office of Special Education and Rehabilitative Services, U.S. Department of Education, is a highly structured microcomputer instructional package that provides a variety of career decision-making, exploration, and planning experiences for clients who are developing a vocational plan. This new system is a cost-effective tool for counselors and special educators to use in addressing occupational and educational needs of clients of all ages. No special knowledge of computers is necessary to use *CPS*. Instructions are given on the computer screen in everyday language. The system is written at the 3.5 grade reading level and includes sound generation and color graphics.

The system presents traditionally boring and complex career information in an interesting and exciting manner. Users will achieve four objectives: (1) learn about personal interests, (2) examine occupations to see how they relate to personal interests, (3) identify areas of study in which personal interests may be nurtured and in which related skills may be developed, and (4) relate educational preparation to potential occupational choices.

The four components of the system take the client through a process that begins with an introduction, going next to the interest sort that determines the client's priorities (see the entry in this appendix on the *Group Interest Sort*), and moving finally to 10 interest areas in which the client can explore simulated job tasks as well as learn about work environment, educational preparation, and salary range. Clients fill out reaction forms after completing each interest area.

When all priority interest areas have been explored, the Educational Plan component is encountered. The computer can compile clients' answers from the reaction forms to create a ranked list of greatest interest occupations. Work sheets are also included, designed to guide the client and teacher or counselor in making a plan for continued career exploration. There is even room on the disk for teachers or counselors to make a permanent list of all local district courses relating to each interest area.

Data Management, a unique feature of *CPS*, is contained in the second disk drive of the computer. It can store information on students such as class roster, student interest sort results, student progress information, and reaction form data.

CPS was field tested in five major school districts within or adjacent to large population centers in Colorado, Missouri, New York, Ohio, and Texas. Revisions in the system were made based on the gathered data.

The complete package consists of the following:

- 42 floppy disks that form the core of *CPS*, including the comprehensive management system and interactive instructional component
- Student guides that provide reinforcement for learning and a permanent record of the client's experiences
- Instructor guide that gives theoretical, technical, and instructional information for the teacher or counselor

CPS is available in a format for regular education (Format I) or for special education (Format II). Two versions are available—for either the Apple II or Atari microcomputers. System requirements are as follows:

- Apple II+, IIe, or IIc or Atari 800, 800 XL, or any other compatible machine with 48K
- Computer Basic language cartridge
- 2 disk drives
- Color monitor
- Joy stick (optional)
- Printer (optional)

Children's Dictionary of Occupations

By William E. Hopke and Barbara M. Parramore, 1987. 112 pages. Available from Meridian Education Corporation, 205 E. Locust Street, Bloomington, IL 61701. (309) 827-5455.

The *Children's Dictionary of Occupations* acquaints elementary and middle school students with occupations in the following 15 career clusters: agriculture or agribusiness, business and office, communications and media, construction, fine arts and humanities, home economics or consumer education, health, hospitality and recreation, manufacturing, marine science, marketing and distribution, natural resources and environment, personal services, public services, and transportation. For each occupation, a brief paragraph is given detailing what workers do in the job, what types of equipment or materials they use, and the people with whom they interact.

The introductory material of the dictionary encourages readers to imagine themselves in the jobs and to explore all jobs they think might be interesting. Both individual and group activities are suggested for exploring careers aided by the dictionary.

Competency-Based Career Guidance Series

Developed by and available from the National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210-1090. (614) 486-3655. Request a free brochure containing price and ordering information from the Program Information Office.

The series has a number of features that make it a unique and effective resource. First, each module addresses competencies needed for improving the delivery of career guidance programs in community agencies and schools. In addition, the modularized materials integrate theory with practice, offering individual and group learning activities. Users may select only the modules needed to gain desired competencies. Each module provides criterion-referenced assessments for determining whether a learner has gained competency in the subject area.

- Career Guidance Program Planning
- Supporting the Career Guidance Program
- Implementing the Career Guidance Program
- Operation of the Career Guidance Program
- Program Evaluation

The series has a number of features that make it a unique and effective resource. First, each module addresses competencies needed for improving the delivery of career guidance programs in community agencies and schools. In addition, the modularized materials integrate theory with practice, offering individual and group learning activities. Users may select only the modules needed to gain desired competencies. Each module provides criterion-referenced assessments for determining whether a learner has gained competency in the subject area.

Authors of the series are staff from the National Center, the American Institutes for Research, the University of Missouri-Columbia, the American Vocational Association, and the American Association for Counseling and Development. Along with the staff from these agencies, national consultants provided substantial input and review assistance in the module development. Over 1,300 guidance personnel in 57 pilot community implementation sites across the country used the materials as they were developed and provided feedback for revision and refinement.

Modules are available individually or in sets. Discounts are available on quantity purchases. Development of the modules was supported by the Office of Vocational and Adult Education, U.S. Department of Education.

Connections: School and Work Transitions

Developed by and available from the National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210-1090. (614) 486-3655. Call or write the National Center's Program Information Office for a free brochure that details items in the package and prices.

Connections is a new package of comprehensive, coordinated resources based on up-to-date research that helps prepare all students for the transition from school to work. The package offers program coordinator's materials that can be used by administrators, counselors, teachers, parents, and employers to lead, plan, and manage students' transitions from school to work. For students, it provides a research-based, multimedia set of instructional materials that helps prepare them for job market success.

The materials for administrators, teachers, counselors, parents, and employers are as follows:

- *The Connector's Guide* provides strategies and techniques in seven areas, including assessment and planning, school-community linkages, job placement, and follow-up.
- *Career Information in the Classroom* is a workshop guide to train K-12 teachers on how to use the *Occupational Outlook Handbook*.
- *Dignity in the Workplace: A Labor Studies Curriculum Guide for Vocational Educators* presents background information and a variety of activities for infusing information about labor unions into the curriculum. A student guide is also available.
- *National Perspective on Youth Employment* is a videotape that focuses on the problem of youth employment and makes recommendations on how youth, schools, and employers can address this problem.

Students may use The Employer's Choice series to learn about employers' standards. The materials consist of the following:

- *The Employer's Choice: Priorities That Count* is a student guide that presents the priorities of employers in making hiring decisions and the implications these priorities have for students.
- *The Employer's Choice: The Job Search* is a student guide that presents completed application forms and videotaped demonstrations of 15 simulated job interviews. Students rate applicants and compare their ratings with those of employers.
- *The Employer's Choice: On the Job* is a student guide that describes the process that high school graduates experienced as they searched for jobs, obtained work, and continued to work for 18 months.
- *The Employer's Choice: Instructor Guide* describes the concept, format, and implementation of the student materials.
- *The Employer's Choice: Resource Manual* contains both the *Instructor Guide* and black-line masters for all consumable student materials to give teachers flexibility and control over their use.

The Work Skills series is a set of competency-based materials that help low reading level students learn specific job search and retention skills. The parts of the series are as follows:

- *Orientation to the World of Work* offers practical and interesting activities that help students match their personal needs and abilities to different job requirements.
- *Job Search Skills* contains five modules on individual aspects of the job search, from preparation for the job search to handling job offers.
- *Work Maturity Skills* contains seven modules about work behaviors valued by employers, including positive work attitudes, good work habits, effective communication skills, and more.
- *Work Skills: Resource Manual* contains the *Instructor Guide* with motivational ideas for increasing students' enthusiasm and black-line masters for all consumable student activity sheets. (*Instructor Guide* may also be purchased separately.)

Two other items complete the Connections package. The *Career Passport* is a leader's guide and student workbook offering a systematic process for developing experience-based resumes. The student guide contains work sheets for recording information useful to employers.

The Employment File set contains tools to help students develop and maintain the best possible documentation for use when applying for jobs. *Credentials for Employment* is an item to be completed by teachers, guidance counselors, employers, and community people who can document a student's aptitudes, achievements, job skills, and work habits and behaviors. The *Career Portfolio* is a folder to hold documents that reflect the student's qualifications for work. A list of key documents to include appears on the front of the folder.

Development of the Connections package was sponsored by the Office of Vocational and Adult Education, U.S. Department of Education.

***Corridors to Careers:
A Guide for Parents and Disabled Youth***

Developed by the National Center for Research in Vocational Education. Available from The Conover Company, PO Box 155, Omro, WI 54963. (414) 685-5707.

This package is designed to assist parents and teachers in helping disabled youth make a smooth transition from school to a productive, independent work life. It provides up-to-date information, resources, and specific learning activities in the areas of career exploration, job search and survival, and independent living skills. In addition, case studies included throughout render heartwarming accounts of how others have overcome barriers and achieved their goals.

Corridors to Careers helps schools involve parents in the program, guide parents in reinforcing goals and objectives at home, structure constructive activities for parents and youth, and discover current resources. The package helps parents learn about the latest

techniques for transition, experience learning activities with their children, learn how others are bridging the school-to-work gap, and effectively plan their children's transitions.

Three guides and a training manual are included in the package. *Guide I: In Search of . . . Careers* covers the following topics: (1) identifying abilities and interests, (2) determining available jobs, (3) locating training options, (4) identifying necessary modifications at the work site, and (5) using the Individualized Education Plan to facilitate the transition. *Guide II: Finders—Keepers: Job Search and Survival Skills* includes these topics: (1) obtaining job leads, (2) writing application letters and resumes, (3) interviewing effectively, and (4) developing good work habits. *Guide III: Making It . . . On Your Own: Independent Living Skills* covers (1) identifying transportation needs and options, (2) determining housing needs and options, (3) developing home management skills, (4) improving decision-making skills, and (5) building interpersonal skills.

The training manual explains how training teams can be used to teach parents about providing support and encouragement to disabled youth. Training session agendas, activities, transparencies, and other resources are given. The three guides and the training manual can be purchased separately or as a complete package. Discounts are available on quantity purchases. *Corridors to Careers* was developed under sponsorship of the Office of Special Education and Rehabilitative Services, U.S. Department of Education.

Developing Training Competencies for Career Guidance Personnel

By Linda Phillips-Jones, G. Brian Jones, and Harry N. Drier, Jr., 1981. 82 pages. Developed by the National Vocational Guidance Association, a division of the American Personnel and Guidance Association, and the Guidance Division of the American Vocational Association. Available from the American Association for Counseling and Development, 5999 Stevenson Ave., Alexandria, VA 22304. (703) 823-9800.

This monograph demonstrates the unique characteristics and potential of competency-based personnel training in the field of guidance. It is intended for professionals in the career guidance field who want to improve existing training programs, develop new ones, or become more knowledgeable about key issues that should be considered when initiating program improvements.

The six chapters cover the following. Chapter I defines competency-based training and describes how to use the document effectively, according to reader needs. Chapter II summarizes three ways of categorizing competencies: (1) by functional levels, (2) by areas of application, and (3) by degrees of mastery. A fourth method, by prerequisite and training program competencies, is presented in a more detailed discussion.

Because competency domains, areas, and statements can be analyzed from other perspectives, Chapter III contains some of these additional methods of categorizing competencies and illustrates an approach for adding more structure to both the review of existing resources and the process of developing competencies.

Chapter IV weighs the pros and cons of adopting or adapting an existing competency domain versus creating a new one. It also describes data collection methods for developing competencies.

Chapter V outlines examples of written resources from which content can be drawn for a domain. Six sample domains serve as illustration. For each sample, a description is given of how the domain was developed, along with a list of the selected competency areas and several competency statements.

Chapter VI presents five concerns regarding the competency development process that have received much attention in recent years. The intent is to place the ideas and resources of the preceding chapters in the context of evolving trends. These five concerns are (1) using demonstrated competencies to certify career guidance personnel, (2) integrating certification standards with career guidance staff development products, (3) measuring the acquisition of competencies, (4) validating training program competencies against job performance, and (5) obtaining competency-based training resources.

Group Interest Sort

Developed by the National Center for Research in Vocational Education. Available from The Conover Company, PO Box 155, Omro, WI 54963. (414) 685-5707.

The *Group Interest Sort* of the *Career Planning System* is an interest screening device designed to help young students identify vocational interests. The interest sort is based on activities familiar to this age group rather than job titles that may confuse the user. This approach avoids the age-appropriate problem encountered with most other interest screening devices.

The *Group Interest Sort* has a multimedia format, including both audiovisual and computer-based materials. The audiovisual format can be used with low-level or nonreaders, particularly in large groups. It consists of 50 questions printed on the lower portion of each picture, with a visual depicting each activity above.

Total administration and scoring time is approximately 30-40 minutes. For individual administration, there is a floppy disk included in the package. Results can be saved and printed at a later date.

The supporting computer software allows the results of the sort to be tied directly into the local school district's curriculum and resources. To do so, the teacher or counselor enters local district courses, curriculum, career exploration activities, local employers, and any other relevant information for each of the interest areas. An individualized education plan can then be created in about 3-5 minutes per student. An educational plan work sheet is also generated for each student outlining further activities in the career assessment and development process.

Each *Group Interest Sort* package contains the following:

- 1 filmstrip or video format
- 1 audiocassette
- 5 floppy disks
- 1 administration and scoring manual
- 1 set of answer sheets

The software contents of the *Group Interest Sort* are as follows:

- 1 introduction disk—computerized interest sort for individual administration
- 1 educational plan—to use with both individual and group administered interest sort
- 1 instructor disk—to load student information onto the student data disk (when using the computerized interest sort version)
- 1 student master disk—to create student data disks
- 1 student data disk—to hold interest sort results of 15 students

The following equipment is required:

- Filmstrip/cassette player or VCR system
- Apple II computer system
- 2 disk drives
- Printer

As a component of the *Career Planning System*, the *Group Interest Sort* was developed under sponsorship of the Office of Special Education and Rehabilitative Services, U.S. Department of Education.

How to Fund Career Guidance Programs

By David B. Andrews and Harry N. Drier, Jr., of the National Center for Research in Vocational Education, 1986. 105 pages. Available from COIN (Coordinated Occupational Information Network) Career Guidance Products, 3361 Executive Parkway, Suite 302, Toledo, OH 43606. (419) 536-5353.

One of the biggest obstacles encountered by professionals trying to keep up with demands in the career guidance field is funding. This handbook, developed under sponsorship of Bell & Howell Company, is a complete reference for all institutional, professional, and corporate guidance personnel who are looking for ways of funding their programs.

The handbook provides a systematic method of assessing your current program and resources. Questions such as "What categories of people do you serve?" "What services do you provide?" and "What materials will aid in meeting your clients' needs?" help readers focus on program strengths and weaknesses while creating a fact base from which to develop a proposal. It also gives detailed specifications for how to organize a proposal, along with sample proposals.

The chapter on sources of funding itemizes federal, state, and local funding possibilities, as well as foundations and professional associations. Other chapters detail government acts and programs specifically designed to fund career guidance activities and materials.

Comprehensive contact information is included for nongovernment organizations, congressional committees, the U.S. Department of Education and its regional offices, the U.S. Department of Labor, and the state departments of education. Administrators, counselors, librarians, and civic leaders will all find this document a useful addition to their primary reference materials.

Math on the Job

Developed by the National Center for Research in Vocational Education. Available from the Conover Company, PO Box 155, Omro, WI 54963. (414) 685-5707. Write or call to receive a free brochure.

The *Math on the Job* series was developed to allow special needs and at-risk students an opportunity to explore careers and practice basic math skills at the same time. In using the series, students will discover how various math concepts and skills are used in occupations and will get a chance to apply different math skills in the performance of selected occupational tasks. In the process, they will also consider the education and training requirements for various occupations.

The *Math on the Job* series covers the following 30 occupations:

- | | |
|--------------------------------|---------------------------|
| • Accounting Clerk/Bookkeeping | • Meat Cutter |
| • Barber/Cosmetologist | • Metal Product Assembler |
| • Carpenter | • Motor Vehicle Mechanic |
| • Cashier | • Nurse Aide or Assistant |
| • Combination Welder | • Painter |
| • Computer Service Technician | • Plumber |
| • Construction Laborer | • Programmer |
| • Cook | • Radio/TV Service Person |
| • Electrician | • Receiving Clerk |
| • Grain Farmer | • Sales Clerk |
| • Heavy Equipment Operator | • Secretary/Clerk Typist |
| • Janitor/Maintenance Person | • Sheet Metal Worker |
| • Local Truck Driver | • Taxi Driver |
| • Machinist | • Tractor-Trailer Driver |
| • Maintenance Mechanic | • Waiter/Waitress |

Math on the Job can be purchased by individual career area or as a complete set. Three purchase options are available. Contact the publisher for details.

Math on the Job was funded by the Office of Special Education and Rehabilitation Services, U.S. Department of Education. For information regarding training or technical assistance, write or call the National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210-1090.

Occupational Outlook Handbook

Developed by the Bureau of Labor Statistics, U.S. Department of Labor. 520 pages. The 1986-87 edition is Bulletin 2250. Available from the U.S. Government Printing Office, North Capitol and H Streets, N.W., Washington, DC 20401. (202) 275-2051. Or contact your local U.S. Government Printing Office bookstore.

Since the late 1940s, the *Occupational Outlook Handbook* has provided valuable vocational guidance information. In clear language, this document describes what workers do in each of almost 200 jobs in selected occupations covering a wide spectrum of the economy. These jobs comprise three out of every five positions in the present labor market. Also included in each job description are the training and education required, earnings, working conditions, and the expected job prospects.

Also included in the publication are the following sections: (1) pointers on interpreting the information presented, (2) a guide to additional career-oriented materials from private and public organizations, (3) an overview of job growth through the mid-1980s, (4) a brief description of some 200 other occupations not found in the *Handbook*, (5) a discussion of the assumptions and methods used in preparing BLS employment projections, and (6) sources of state and local job outlook information.

The handbook is useful to those preparing to enter the world of work for the first time, as well as to those planning to reenter the labor force after an absence or those considering changing occupations.

PEAK

(Practical Exercises in Applying Knowledge)

Developed by the National Center for Research in Vocational Education. Available from COIN (Coordinated Occupational Information Network) Career Guidance Products, 3361 Executive Parkway, Suite 302, Toledo, OH 43606. (419) 536-5353. Write or call the publisher to receive a free brochure with prices and ordering information.

The *PEAK* program is a practical tool for teachers and guidance counselors alike who wish to expose students to real-life workplace activities involving academic skills in the areas of math, science, and office and marketing education. The *PEAK* program accomplishes six objectives:

- It reinforces your classroom presentation of key topics through practical, workplace-oriented exercises.
- It motivates students to learn the subject matter, because adding relevance to classroom instruction gives them a solid reason to learn.
- It assists students in exploring career options by giving them exercises associated with careers in their interest areas.

- It fulfills the students' desire to learn by giving them the opportunity to go as far as their desire takes them. *PEAK* will expose them to completely new concepts that challenge them to learn and achieve.
- It answers the frequently asked question of "Why do I need to know this?" *PEAK* shows them why by demonstrating how academics apply to the workplace.
- It directly relates today's activities to tomorrow's opportunities. By applying classroom instruction to the real world, students will better understand how learning today's lessons can open up their future opportunities.

The *PEAK* materials consist of one teacher's guide in each of the three areas of math, science, and office and marketing, as well as student exercises in each of the following 12 classroom subjects:

- Math (classroom subjects are General Math, Algebra, Geometry, and Computer Science)
- Science (classroom subjects are General Science, Earth Science, Biology, and Chemistry)
- Office and Marketing (classroom subjects are Accounting, Bookkeeping, and Business Data Processing; Office Machines and Practices; Shorthand, Typing, and Business English; and Business, Merchandising, and Business Law)

Development of *PEAK* was sponsored by the Bell and Howell Company.

PART 4

Results of the Ohio Middle School and Junior High School Guidance Counselors Conference

Participants' Guidance Program Improvement Plans: Goals and Statements of Expected Student Results

Introduction

During the course of the 1987 Career Guidance Conference, the 110 participants were required to design and submit a guidance improvement plan for their schools that utilized their workshop experience and the materials and resources received there. The following pages present these improvement plans for all schools involved.

Throughout the year, the Ohio Department of Education will follow up with participants, monitoring the implementation efforts. At the completion of their activities, participants will submit reports to the State Department detailing the results of their efforts.

Goals	Expected Student Results
All students at the middle school will acquire and demonstrate competencies in selecting and planning a career that relates to their interests	(1) Students will learn about personal interests. (2) Students will examine occupations to see how they relate to their interests. (3) Students will learn how educational preparation relates to potential occupational choices.
All students at the junior high will be given the opportunity to participate in a program that matches their characteristics by acquiring and demonstrating competencies in studying and test taking. They will utilize resources available to them and exercise rights and responsibilities while following rules and regulations.	Students will gain competencies needed in career decision making and planning. Skills will be demonstrated by successfully passing tests designed for their individual learning style. Some skills to master are as follows: (1) Demonstrate effective study skills (2) Learn to manage time in test taking (3) Be able to make wise choices in school courses that match their academic strengths (4) Plan and organize for long-term projects (5) Interpret cue words in tests (6) Learn how to reduce stress in test taking
Students will explore careers with help from their parents. Students will look at two possible career area clusters.	(1) Students will begin thinking about future careers. (2) Students will pass seventh grade.
Students will learn more about their interests and explore careers that match those interests.	(1) Students will develop an awareness of their interest in working with people, data, or things. (2) Students will gain knowledge of at least three careers that match their interests.
Each counselor will be able to identify strengths and weaknesses and use those factors to move toward a competency-based guidance program.	Counselors will begin to understand the benefits of competency-based guidance not only for their students, but also for themselves. Program elements will include but not be limited to: induction and deduction planning, establishment of elements of rationale, philosophy, goals, and competencies evaluation. Research and background information will be derived from conference materials, contact with experts, and contact with the National Center for Research in Vocational Education.

Goals

Seventh- and eighth-grade students will become aware of and knowledgeable about a variety of career opportunities by relating math and science subject matter areas to the skills needed to succeed in those career fields.

The students will have a better understanding of themselves, how their interests relate to career clusters, and the necessary skills needed to get and keep a job. Emphasis will be placed on sex roles and stereotyping in the job market and the importance of sex equality when making career choices.

Expected Student Results

Each seventh- and eighth-grade student will attempt/complete 10 math and/or science activities by utilizing the *PEAK* program in conjunction with the *COIN* machine. These activities will be completed either in the math and science instructional periods or during study hall periods throughout the 1987-88 school year. The *PEAK* brochures and *COIN* program will be made available to each student, and evidence of their participation will be measured by homeroom and/or math and science teachers' keeping a checklist noting each student's participation.

Target Group: All ninth-grade English students.

Behaviors:

- (1) Know interests
- (2) Explore career clusters related to interests
- (3) Be aware of sex roles and stereotyping and how they relate to the job market
- (4) Know skills needed to get and keep a job
- (5) Experience a job (through shadowing) for one day
- (6) Evaluate the shadowing experience

Strategies:

- (1) Administer the *COPS Interest Survey* and relate results to job clusters [using the *Dictionary of Occupational Titles (DOT)*, *Occupational Outlook Handbook (OOH)*, and *Worker Trait Group Guides (WTGG)*]
- (2) Discuss and complete handouts on sex roles and stereotyping using the *Choices* and *Challenges* books
- (3) Use guest speakers in nontraditional occupations/jobs
- (4) Watch MTV video, view posters, discuss and role-play skills necessary to get and keep a job
- (5) Assist students in finding jobs to shadow by giving them names, phone numbers, etc.
- (6) Conduct a follow-up discussion after the shadowing experience and encourage continued exploration if necessary

Evidence:

- (1) A written paper, graded by the English teacher and reviewed by the counselor, will answer specific questions related to the shadowing experience and will relate this experience to the concepts learned in the classroom sessions
 - (2) Students will compile a career folder that will contain all the materials used in the unit and will follow them to the high school
 - (3) Teacher-counselor observations
-

Goals

To reduce the number of students who experience behavioral and/or academic problems, a select group of students will receive the opportunity over the course of the school year to become more aware of their career choices. The students will demonstrate improvement in the above-mentioned areas.

Expected Student Results

The **target group** will be approximately 20 students in the eighth grade who have experienced academic or behavioral difficulties in the past school year. At a conference prior to the start of the school year, there will be a discussion with the student, the parents, the counselor, and an administrator. At this conference, the student will select academic behavior and career interest goals for the new school year. On a weekly basis we will work with, counsel, and tutor, the student as well as be in contact with the teacher and parents regarding the progress toward the achievement of the goals. Goals and objectives will be based on student abilities and strengths. We will refer to standardized test scores, teacher evaluations, and any career testing results that indicate student interest areas.

The **expected results** are as follows:

- (1) Improved academic performance and effort will result as the student acquires and demonstrates improved competencies in study and test-taking skills (reference AGS's "How to Study Text" and "Study Habits Survey").
- (2) Improved school behavior will develop as the student gains competencies in following rules and regulations.
- (3) The student will acquire and demonstrate an awareness of career decision making and planning and gain an increased awareness and knowledge of the world of work (reference: *Job-O* or *COPS/COIN* microfiche). We will take students to actual job sites to talk with employers and work on interviewing skills. The student will then demonstrate interviewing skills.

The students in grades five through seven will develop an awareness of themselves as individuals—educationally, socially, and as potential workers. The materials acquired through this conference will be used to facilitate and augment exploration of the world of work and career decision making and planning. The middle school career day will serve as the focal point of this process.

The student will accomplish the following:

- (1) Identify personal interest areas through the use of interest inventories
- (2) Become familiar with the decision-making process and demonstrate that familiarity
- (3) Recognize each of the 12 career cluster areas
- (4) Demonstrate familiarity with the *WTGG*, the *DOT*, and the *OOH*
- (5) Identify career clusters of interest per the results of the interest inventory
- (6) Identify three to five major areas of career interest through the decision-making process
- (7) List jobs within the identified clusters that he or she would like represented on career day
- (8) Develop, administer, and process a list of career representatives from which the student body may make three to five choices, preferably within their identified cluster areas, for career day (this step to be completed by a representative committee of students from grades five to seven)

Goals

Expected Student Results

- (9) Participate in career day in a prepared and informed way
- (10) Process career day experiences and impressions and share suggestions or criticisms in a meaningful and productive manner

Students will increase their knowledge of their characteristics, specifically in terms of interest in and knowledge about the world of work and its relation to educational planning.

All eighth-grade students will do the following:

- (1) Demonstrate increased knowledge of career interests and educational planning
- (2) *Career Planning System*
- (3) Complete their career folders and interviews with counselors

Eighth-grade students will gain knowledge of present likes and interests in relation to the world of work.

- (1) Eighth-grade students will identify personal likes and interests using a general career interest survey. I will provide group guidance lessons in which I will offer information and direction. For students who need more direction, I will lead small groups or provide individual assistance. Students will complete the career interest survey, matching their interests and careers.
- (2) Students will also explore a career area through reading and participation in career exploration day.

In the occupational domain, all students will develop competencies (knowledge, attitudes, and skills) in the following areas:

- (1) Discover and examine such career-related personal characteristics as interests, attitudes, and skills
- (2) Develop a career/educational plan tailored to their individual needs and characteristics
- (3) Learn/develop proper work habits and attitudes needed to get and keep a job
- (4) Become familiar with the world of work, careers, the worker trait groups, and their characteristics

- (1) By using various textbooks, work sheets, inventories, and standardized tests, students will identify, monitor, and develop their career-related characteristics such as interests, abilities, values, and preferences.
- (2) By using textbooks, guides, and other sources of information, students will gain knowledge of kinds of characteristics related to various worker trait groups.
- (3) By comparing their personal characteristics assessment with their knowledge of requirements of worker trait groups and occupations, students will develop a career plan consisting of both short- and long-range career goals and an educational course of study designed to help them meet those goals.
- (4) Through various means, students will identify work habits and attitudes necessary to job success and rate their ability to exhibit such skills.

Note: Other faculty members will cooperate in showing students how well they exhibit good work habits and attitudes.

All seventh graders will receive developmental help in considering career choices.

Students (grade 7, approximately 200) will explore career opportunities within classroom settings. Students will use the *CPS 101 (Career Planning System)* program to compile a career folder to be taken home for parental/student use.

Goals

Students will gain knowledge about career opportunities. Students will better understand their career potentials.

Inservice training will be provided to all K-8 teachers on how to use the teaching materials from Learning Tree dealing with study skills and value awareness.

All students in grades six to eight in the elementary school will acquire decision-making skills for their personal, interpersonal, and career decisions.

Expected Student Results

Eighth-grade students will shadow a worker of their choice for at least a half day; each shadower will complete an observation log; all students will attend three career sessions presented by a community person; students will complete observation sheets for these sessions; students will write a short paper (no more than one page) on their career goals as they relate to their experiences during career week. Following career week, students will have access to a computer lab and software describing job opportunities.

- (1) Teachers will become informed about how to teach and will actually teach study skills and value awareness.
- (2) Teachers will be trained to use and will use Learning Tree materials for study skills and value awareness.
- (3) Teachers will be trained to evaluate the teaching of study skills and value awareness through tests, surveys, reports from students, and so forth.

- (1) Eighth graders will gain knowledge of general career areas related to their interests. The guidance counselor will administer the *COPS Interest inventory* to all eighth-grade students and facilitate small-group discussions on the results. Students will verbally demonstrate their understanding of the inventory results and related careers to the guidance counselor. Results will be kept in personal folders.
- (2) Eighth graders will learn decision-making steps and how they relate to personal, social, and career decisions. Guidance counselors will facilitate three sessions per group. The decision-making steps will be taught and students will participate in small groups to apply these steps to personal, social, and career decisions. Students will write an essay on recent decisions they've made and the results of those decisions. Essays will be kept in their personal folders.
- (3) Seventh graders will gain skills in decision making related to personal, social, and career decisions. Students will learn how decisions they make now will affect their future. The guidance counselor will present the film *Health Decisions: Drugs, Alcohol and Tobacco*. Group discussions will focus on substance abuse and how it affects their future. Class participation will indicate to the counselor students' understanding.
- (4) Sixth graders will learn about jobs as they relate to present school experience and values of work. The counselor will present the film *Why We Work* and facilitate group discussions through which students will demonstrate their understanding of work.

Goals

Each sixth grader will demonstrate knowledge of the world of work through career exploration.

Each eighth grader will relate interests and abilities to specific occupational roles and demonstrate decision-making skills in choosing a career.

Students will learn about the interrelationship of personal interests to the world of work. Students will gain some understanding about choosing a job (and their educational priorities).

All eighth graders will acquire and demonstrate competencies in career exploration and how it relates to their individual aptitudes, attitudes, talents, and interests.

Eighth-grade students at the middle school will plan and prepare for a career that will help them decide which area in high school will best relate to their interests and objectives.

Expected Student Results

- (1) Each student will be able to identify at least three new careers of which they had little knowledge before this unit began.
- (2) Each student will be able to state three likes and dislikes (interests).
- (3) Each student will be able to identify two of his or her major strengths (skills).
- (4) Each student will be able to tell about a career of his or her choice.

Target Group: All eighth grade pupils; teachers-grade eight team teachers.

Results:

- (1) Select basic academic courses that will help students prepare for and realize their occupational goals
- (2) Be able to complete *Career Search* work sheets
- (3) Describe steps in the decision-making process
- (4) Select high school courses (ninth grade).

I will work with pupils in groups and individually. All pupils will be administered the *Ohio Interest Survey (OIS)* and copies will be placed in their career folders. Parents will be invited to school for a conference on the *OIS* results. I will provide work sheets, films, field trips, and magazines for student and faculty use.

Target Group: Sixth-grade students.

- (1) Students will be able to identify their personal interests after completion of an interest survey.
- (2) Students will be able to relate their interests to standard job clusters by completing the interest survey.
- (3) Students will know how to explore a job as it relates to their interests by actually exploring a specific job of choice.
- (4) Students will share information with parents.

-
- (1) Students will inventory their personal interests/ aptitudes/talents.
 - (2) Students will research at least one career through classroom assignments.
 - (3) Students will be exposed to various career resources, such as speakers, library resources, and guidance resources.

Students will know their personal strengths and weaknesses through testing and be able to select high school programs based on their strengths. I plan to work this in with the Ohio history teachers (unit on careers). I will spend as much time as I can in the classrooms. I'll get the films, activities, books, and interest

Goals

Expected Student Results

test for the teachers to use. I work with the high school counselors and will ask them to spend at least 2 days in the classrooms informing the students about the programs available in the high school.

Each eighth grader will demonstrate knowledge of the world of work through assessment and exploration of skills, interests, and abilities.

- (1) Students will demonstrate the ability to use the OOH.
- (2) After participation in the shadowing program, students will share their experiences with the group.
- (3) Students will match their interests and abilities with career clusters and explore options.
- (4) Students will demonstrate to parents knowledge learned through career education.

Grade eight students at the middle school will acquire and demonstrate competencies in planning and preparing for a career that relates to their career/occupational goals and objectives and to their assessed aptitudes, attitudes, and interests. Each student will acquire/demonstrate knowledge of the world of work and career decision making and planning.

- (1) Grade eight students will identify personal career and occupational interests, aptitudes, and talents; identify positive attitudes toward work; identify personal work strengths and competencies; and recognize that schooling is necessary for future careers.
- (2) All eighth graders will be taking an interest inventory.
- (3) Students will use a computer disk to explore different career choices.
- (4) Students will utilize the coordinated occupational information network computer and receive a print-out of their career selection.
- (5) Students will have a permanent record or folder on their various career choices.

Ninth graders will demonstrate an understanding of their own abilities, aptitudes, and interests; understanding of how these qualities relate to their career goals; and understanding of basic concepts about the world of work.

- (1) Complete the *COPES Work Values Survey*
- (2) Complete the *COPS Interest Inventory*
- (3) Be able to identify one area of high interest and three careers within it.
- (4) Review results of *MAT6* spring test
- (5) Be able to identify his or her own academic achievement strengths and weaknesses and compare these to academic ability test results
- (6) Research three careers in the OOH

Students will identify positive attitudes toward work. Students will identify personal career and occupational interests.

Grade eight students will demonstrate a knowledge of attitudes and behaviors that help to accomplish a task, as well as their own personal career or occupational interests.

This will begin with group discussion of the rewards and responsibilities of work. The *COPS Interest Inventory* will be administered and students will score and interpret findings. Results will be keyed to the *DOT*. Students will describe three career clusters and list five jobs in each of the three clusters. Students will be encouraged to do additional reading outside class in their areas of career interest.

Goals

Sixth-, seventh-, and eighth-grade students will be exposed to and demonstrate knowledge of nine career cluster areas and relate their own abilities, interests, and strengths to at least two of the cluster areas.

Increase the career awareness of sixth and seventh graders.

Each eighth-grade student will explore occupational clusters, related work activities, curriculum areas, and areas of skills and aptitudes with a goal of developing a printout of his or her potential career choices.

Seventh graders will acquire and demonstrate competencies in recognizing their own and others' contributions.

Expected Student Results

Having participated in career activities, students will do the following:

- (1) Prepare a collage of a career cluster in which they have expressed interest (sixth grade)
- (2) Write and present a 3-minute television commercial promoting a chosen career area (seventh grade)
- (3) Research a career area and write a two-page report on that career (eighth grade—this will be done for a grade in language arts)

Target Group: Sixth graders.

- (1) Learn to use an Apple computer
- (2) Relate their interests to general types of work and generate an academic program on which the student can focus.

Materials: *Career Planning System; Group Interest Sort.*

Target Group: Seventh graders.

- (1) Students will be able to relate their interests to an occupational group.
- (2) Students will explore their interests in more detail and how this plays an important part in acquiring an occupation that will satisfy them.
- (3) Students will be able to use an Apple computer to explore in more depth their interests and occupations (for those who desire further inquiry).

Each eighth grader will develop a printout of his or her potential career choices using the *Career Assessment and Planning Program*. In order to accomplish this, a computer will be added to the career center in the library and students will be assigned computer times.

Students will be assisted in this program by computer students, the principal, counselor, librarian, or member of the special education staff.

Students will be encouraged to make their choices based on personal preferences and values, scholastic training, and job rewards.

The student will learn to do the following:

- (1) Show respect for others and themselves as individuals of worth
- (2) Describe one's need to belong to a group
- (3) Identify various alternatives for contributing to other students

Strategies:

- (1) Use of materials from transition to help build self-esteem
- (2) Use of *COPING* books to deal with individuals having specific problems
- (3) Administration of Myers-Briggs test and interpretation to help students appreciate their own and others' uniqueness

Goals

Expected Student Results

- (4) Poster displays as visual aids during the unit
- (5) Use of self-esteem materials from *Choices* and *Challenges* workbook
- (6) Use of *STEP-Teen* with parents either in a small-group situation or by sending materials to parents in order for them to provide reinforcement and positive strokes at home

Evaluation: Participation, verbal observation, nonverbal observation, and written evaluation.

The overall project will be to establish a junior high school program encompassing the areas of study skills, self-concept, and general career awareness. The general goal is to help students develop competencies in the study skills area (seventh grade), develop and enhance self-esteem (eighth grade), and expand general career awareness (ninth grade).

Target Group: Seventh-grade students will, at end of the year, demonstrate greater competency in two to three areas of their choosing. These areas, such as note-taking skills and listening skills, will be determined by a study skills assessment (computer disk) taken in the fall.

Target Group: Eighth-grade student groups will identify such self-concept characteristics as developing greater self-esteem. The basic strategy used to enhance this program in the seventh and eighth grades will be the use of the expertise of the classroom teacher. The teacher will be instrumental in helping students examine their skills regarding how to study in the seventh grade (present social studies program has a built-in study skills component). In addition, students will be using the computer center individually or in small groups to identify areas of weakness.

Once these are identified, teachers will introduce lessons to remediate two or three areas. Students will be asked to use the media center and exercises will be provided to work on study skills areas. The eighth-grade component will attend to affective areas of self-concept. Students will demonstrate greater self-awareness through use of small-group techniques, miming films, and identification by teachers as having a more mature attitude in general. The final year (ninth grade) presents the opportunity to explore interests by using inventories (*COPS/IDEAS*). (This idea is not formally presented as a project goal but warrants mentioning in relation to the transition from seven to nine.)

Eighth graders will acquire and demonstrate competencies in career decision making and planning.

Students will accomplish the following:

- (1) Demonstrate knowledge of career clusters by participating in discussion of a film on clusters and by selecting cluster preferences on *Ohio Vocational Interest Survey (OVIS)* questionnaire
- (2) Identify their personal career interests by completing the *JOB-O Career Planner*, the *OVIS*, and the high school planner

Goals

Expected Student Results

- (3) Conduct a career search by using *Occu-File*, *OVIS* printout, and other career files; by interviewing or shadowing; by developing a career poster or notebook; and by selecting five career sessions to attend at career day
- (4) Map out their high school plans by identifying the high school course offerings and graduation requirements, by matching their interests with job skills, and by selecting courses based on their career awareness

Each eighth grader will be able to make a more informed selection of high school classes through a heightened awareness of his or her vocational interests.

Results:

- (1) Students will be capable of listing one or two career clusters appropriate for their interests.
- (2) Students will be capable of listing three to five occupational titles within the career cluster that interests them.
- (3) Students will select high school courses with more awareness of the relationship of the classes to their vocational interests.

Strategies: Teaching Unit: Career Information.

- (1) Provide general introduction to the world of work, including (a) careers and interests, (b) career clusters, and (c) occupation titles
- (2) Conduct computerized interest survey
- (3) Relate interests to career clusters
- (4) Explore cluster(s) to (a) identify occupations within cluster and (b) explore selected occupations
- (5) Complete written survey on occupation(s) of interest, including (a) cluster and title; (b) entry requirements, education, training, and social skills; (c) job description, salary, environment, structure; and (d) high school courses required in preparation
- (6) Discuss high school curriculum offerings, including (a) requirements, (b) electives, (c) vocational programs such as OWA, agriculture, home economics, joint vocational school
- (7) Wrap up the unit by offering (a) parent meetings to discuss preregistration and (b) complete registration materials for high school

Students will gain knowledge about the world of work as it relates to personal traits and interests.

- (1) Each eighth grader will identify at least one career cluster of personal interest through the Harrington O'Shea Career Decision-Making System. Evidence of this behavior will be exhibited on the student's interpretive folder (counselor will collect a copy of this).
- (2) Students will learn to locate information about worker trait groups within these clusters through the *Worker Trait Group Guide (WTGG)*. Counselors will scan the classroom-size groups to determine that each student has located at least one worker trait group of choice.

Goals

Students will acquire and demonstrate competencies in learning about careers that relate to their career and occupational attitudes, interests, and assessed aptitudes.

Students will have knowledge of their own interests and how those interests relate to the world of work.

Eighth graders will demonstrate the ability to use the *COIN* microfiche reader, the *DOT*, and *Worker Trait Group Guides* (WTGGs) in learning about possible career fields suggested by their scores on the *Differential Aptitude Test* and the *Kuder Interest Inventory Test*, which will begin their investigation of the world of work and their place in it.

Expected Student Results

- (1) Each seventh grader will identify personal career and occupational interests, aptitudes, and talents.
- (2) Seventh graders will analyze their own abilities and interests in terms of desired occupational areas.
- (3) Eighth graders will demonstrate knowledge of the world of work through occupational categories and the associated jobs and requirements.
- (4) Eighth graders will use occupational information-seeking skills to match occupational or career requirements with worker traits.

- (1) Eighth graders will demonstrate their skills by using their interest survey and relating interests to jobs and job characteristics.
- (2) Students will become familiar with the *OOH*.
- (3) Some students will use the *Career Finder*.
- (4) Students will have their major career selections narrowed down to three and will examine an occupation in each career area.
- (5) Students will select job presenters to hear during career day.

Eighth graders will demonstrate to the counselor their ability to use the *COIN* microfiche reader and files, the *DOT*, and the *WTGG* to investigate possible careers. Students will be tested for aptitudes with the *Differential Aptitude Test* and for vocational interests with the *Kuder Interest Inventory Test*. Results will be explained and implications of the results will be discussed in two large-group sessions. Students will then break into small groups during study hall times to be instructed in the use of the *COIN*, *DOT*, and *WTGG*. Practice time for each student during study halls will be allotted to ensure understanding of techniques for use and types of information available from these sources, as well as the *OOH*.

- (1) Students will then be given work sheets on which they'll list one to five career possibilities along with salary, educational requirements, job activities of each, and location of this information in each source.
- (2) Students will schedule at their own discretion. The counselor will observe the student to ensure understanding of the use and usefulness of these information sources and will review the work sheet when completed to assess results of the training program.

Work sheets will be returned to students for future use. Extra help can be given to those who need more practice and/or help in determining possible careers.

Goals

To work with seventh and eighth graders who have been sent to my office for disciplinary reasons to effect some change in their attitudes and behavior. The spin-off will be that their respect for themselves and others as well as respect for school rules will improve and their future time will be better spent in the classroom rather than my office.

Expected Student Results

- (1) Seventh and eighth graders reported to me for infraction of school rules will acquire the knowledge and understanding of their responsibilities and abilities as a student and the need to work with other people (students/staff) within the framework of the rules delineated in the *Student Handbook*.
- (2) Each student will be given the opportunity to use the resource materials that I have purchased on personal guidance, interests, aptitudes, careers, and so forth and will discuss with me after their "learning period" (which may occur in the ISS room, guidance conference room, home study, or after-school detention setting) the nature of their problem, their feelings, and a plan for their solution to the problem.

I will confer with each of these students again during the first semester of the school year (either by their being sent to me again for the same or different infraction or by my going to them to chat about any changes in attitude or behavior that they or I have noticed).

To establish an introductory course for all seventh graders on careers. To introduce all seventh graders to an interest inventory.

- (1) Each seventh grader will acquire knowledge about the world of work by completing an introductory course in careers.
- (2) Each seventh grader will complete an interest inventory that will be the basis for their exploration of the world of work.

Each eighth grader at the middle school will gain knowledge of personal characteristics and will be able to relate these to the world of work.

In October, the eighth graders will fill out the *COPS*. From the *COPS* they will know into what occupational cluster their interests fall. To evaluate if the student knows how interests relate to the world of work, he or she will write two reports on two occupations that fall into the highest interest job cluster. This will be done in English class. Included in this report will be

- (1) a description of the occupation,
- (2) discussion of how their interests (listing three) relate to the job,
- (3) qualifications or education needed, and
- (4) progressive steps needed to enter this occupation.

In January in science class, a video will be shown that describes 17 different vocational areas available in high school. Pamphlets describing the local/vocational school program will also be handed out at that time.

In March, the middle and high school counselor will help students fill out their freshman schedules using information they have learned about themselves during the school year.

Goals

The goal of the project is to help students begin or continue consideration of the directions their lives are taking regarding career choices.

Given a career vocational folder, each seventh grader will work cooperatively with a counselor toward the completion of the following career activities: (1) learning style inventory results, (2) completion of an interest checklist, and (3) personal resume. This folder will be maintained for the next 3 years and given to students at the conclusion of their ninth grade year.

All students (seventh and eighth grades) will increase their knowledge of the world of work through activities that will be directed by student interest. Students will also develop career awareness for decision making. Parents and staff will be trained in the role they play for career orientation.

A sense of self-worth and a knowledge of individual abilities, interests, and values will be promoted within the seventh-grade class.

Expected Student Results

- (1) Eighth graders will be able to name careers that match the interests they have identified through the use of a career interest inventory and be able to list those careers upon completion of the project.
- (2) Eighth graders will be able to describe the careers they have identified by using career reference materials from the guidance department that give descriptions of a variety of careers and will be able to write their own descriptions of these careers.

Target Group: Seventh graders at the junior high school.

Personnel: One and a half counselors per building.

- (1) Students will be able to complete a vocational folder for their personal use during their 3 years as junior high school students.
- (2) At the end of their ninth-grade year, students will be given folders to use in their career development.

- (1) Each eighth grader will be able to explore three occupations through the guidance information system.
- (2) Inservice will be provided for 30 staff members and 20 parents to update their awareness of career information.
- (3) All seventh graders will receive an orientation focusing on self-awareness, self-reliance, and self-confidence.
- (4) All eighth graders will go to career lab in small groups to participate in a quickie questionnaire for job search activities.
- (5) Students will be able to confer with teachers and parents about career choices.
- (6) Seventh graders will receive an orientation to the world of work by listening to career days speakers.

- (1) Seventh graders will demonstrate knowledge and acceptance of their individuality by selecting appropriate eighth-grade courses during eighth-grade registration.
- (2) Seventh graders will be able to discuss their individual differences in a positive, nonthreatened manner within group guidance instruction.
- (3) Seventh graders will be able to identify their strengths, values, and interests.

Goals

At least 90 percent of the eighth graders will take a career interest survey and discover at least 2 careers that match their interests. Students will then learn how to research careers through studying and writing reports on their 2 careers.

Expected Student Results

A career interest inventory will be taken by all (those regularly in school attendance) eighth graders and the results carefully interpreted for them.

Students will then be assisted in choosing at least two careers that correlate highly with their expressed interests. Following their selection, students will be helped by a teacher and/or counselor in researching those occupations using various resources and will then write reports on each of the two careers.

- (1) Upon completion of the reports, students will be able to name at least two careers that match well with their interests.
- (2) Students will demonstrate knowledge of how to research careers based upon successful completion of the assigned reports.

Eighth graders will acquire knowledge of two career interests in the world of work.

- (1) Identify two career interests and talents
- (2) Develop positive attitude toward careers
- (3) Identify personal work strengths
- (4) Identify sources of information about self as related to careers

Students will increase knowledge and awareness of themselves and the world of work.

- (1) All fifth graders will acquire knowledge about their preferred learning styles by taking a learning styles inventory and reviewing the results and relating them to selected occupations.
- (2) All fifth and sixth graders will acquire knowledge of themselves, decision-making skills, and job exploration experience by taking a general career interest inventory.

Eighth graders will demonstrate competencies in planning and preparing for a career. This career choice will relate to their assessed interests and career goals.

Eighth graders will identify a career that meets their interests, talents, and academic ability.

- (1) Students will use a computer program to explore different career choices.
 - (2) Students will take an interest inventory.
 - (3) Students will use the *COIN* program, which is connected to the county office of education mainframe, in order to receive a computer printout of their career choice.
 - (4) Students will obtain information from *COIN* as to subjects needed in high school and where to receive training after high school in order to enter their chosen career.
 - (5) Students will place all information in a folder in the guidance office and have a copy to share with parents.
-

Goals

Expected Student Results

Each student will demonstrate knowledge of the world of work and competency in making educational and career decisions.

Target Group: 225 eighth graders.

Behaviors Expected:

- (1) Make decisions about high school courses
- (2) Plan course schedule for ninth grade
- (3) Research at least one career

Strategies:

- (1) Career week in social studies classes
- (2) *JOB-O* interest survey
- (3) *JOB-O* dictionary
- (4) Use decision-making process
- (5) *OOH*
- (6) Career day speakers

Evidence: Students will complete: *JOB-O*, ninth-grade schedule, research on at least one career from *JOB-O* and *OOH*, and will have chosen one occupation after hearing speakers on career day.

Students will be better prepared to make intelligent decisions at the tenth-grade level on whether to remain at the home school or to attend the joint vocational school.

Eighth graders will be aware of their interests, attitudes, abilities, and values through the use of the *COPS System Career Management*. The testing will take place in the English and science classes. The teachers and counselor will administer the surveys and the counselor will do the interpretation. The teachers and the counselor will help the students with the self-grading.

All eighth graders in my building will see how their likes and dislikes directly affect the kinds of jobs they will want. They will understand that their reading and math skills will determine whether they will be eligible for the jobs they like. Given their likes and skills, all students will discover job clusters that fit their interests and will learn about a wide variety of career choices and occupations available to them. With this new information, all eighth graders will choose appropriate courses for the ninth grade.

Students will accomplish the following:

- (1) Learn about personal interests
- (2) Examine occupations to see how they relate to personal interests
- (3) Identify areas of study in which personal interests may be nurtured and in which related skills may be developed
- (4) Relate educational preparation to potential occupational choices

Behaviors Expected:

- (1) Students can list their likes and dislikes.
- (2) Students can name at least three jobs that fit their likes.
- (3) Students can write down the skills and/or education it will take to be eligible for the jobs they like.
- (4) Students will be able, with help of a counselor, parent, or teacher, to fill out the registration forms for ninth-grade courses with these jobs and/or careers in mind.

Strategies:

- (1) *COPS-Form R*.
- (2) Career day, a minimum of 20 different adults representing as many different occupations as possible.
- (3) The *Career Planning System* software with Apple IIe computers to generate printouts of students' answers and reactions.

Goals

Expected Student Results

- (4) In English classes, students will fill out registration forms for the ninth grade with their career portfolio in front of them.

Evidence:

- (1) Completed *COPS Interest Inventory*
- (2) Sign-up sheet which indicates that the student has attended 15-minute presentations of 5 different occupations on career day
- (3) Printout generated from the *Career Planning System* software for each student
- (4) Properly filled out ninth-grade registration materials for courses

Eighth graders will be able to determine their powers, interests, and limitations and be exposed to the major occupational interest areas in order to reach their optimum potential in the educational setting and the world of work.

- (1) Students will learn about their powers through administration of the Three Rs Test.
- (2) Use of career and job search activities will expose students to major interest areas.
- (3) Students will use the career compass describing the students' interest patterns.
- (4) Students will use *JOB-O* to match educational aspirations and job interests.

Seventh and eighth graders will be tested to determine career possibilities based upon their interests and abilities. Students will learn the skills necessary to use reference manuals to determine career possibilities and related opportunities in specific jobs.

Seventh and eighth graders will be tested, eighth graders twice in the first year, using different tests of interest. The seventh graders will be tested once late in the school year. Students will chart their own individual interest areas to determine possible career goals. Students in the eighth grade will locate the specific job areas and report to the guidance counselor, verbally or on paper, any information given on this career choice. Examples of work-related math will be given in the math classes as a scheduled part of the curriculum. These problems will be graded for regular math credits.

During the year, career speakers are provided to anyone who is interested in these career areas. Also, during the year a day is provided for each student to shadow an adult on the job. Credit is given in math or other subject areas as decided by individual departments.

Eighth graders will acquire knowledge of personal characteristics, knowledge of the world of work, and experience in career decision making and planning.

Target Group: 135 eighth graders.

Behaviors Expected: Acquire knowledge of the world of work and exhibit skills in using the *DOT* and planning high school courses.

Strategies: Classroom discussion, lecture, small-group activities, audiovisual aids, hands-on activities.

Evidence: Students will be able to define their decision-making process, list careers of interest, and plan a high school curriculum looking toward a career cluster or two.

Goals

Students will measure and strengthen their self-concept and increase awareness of career opportunities as they relate to their current interests.

Sixth graders will acquire more awareness of career options, including nontraditional jobs, and will relate these options to their unique abilities and interests.

All eighth graders will take the *Ohio Vocational Interest Survey (OVIS)*. The counselor will interpret the results of the *OVIS*. The Language Arts Department will require eighth graders to write a research paper on their career choice.

Expected Student Results

- (1) Fifth graders will identify and measure their self-concept by completing the *Dimensions of Self-Concept* computer program (scored with printout for each student). Counselor will administer and interpret it.
- (2) Seventh graders will explore their current interests and relate them to occupations by completing a computer program about finding careers (self-assessment matching interests to two occupations).
- (3) Eighth graders will increase their coping skills by viewing the video *Teenage Stress: Causes and Cures*.
- (4) All students will have the opportunity to increase their career awareness by viewing career education posters displayed in the hallways.

- (1) Students will acquire knowledge of career options by reviewing handouts of the career clusters and seven areas of the world of work. After this, they will demonstrate their knowledge by matching particular jobs to the correct cluster.
- (2) Students will acquire knowledge of career options, including nontraditional jobs, by seeing filmstrips, participating in discussions, and attending career day (planned and provided by counselors), after which they will demonstrate their knowledge by listing two or more jobs in each career cluster.
- (3) Students will become more aware of personal interests and abilities by taking interest inventories, participating in the PIC program, and reviewing test scores with the counselor. Students will maintain a folder of all work sheets and scores to be used in the future as well as at the present.

- (1) Eighth graders will take a group test on career choices.
- (2) They will learn about the kinds of careers in which they are interested.
- (3) Students will be expected to decide the degree of interest they have in performing various tasks.
- (4) The middle school counselor will oversee administration of the *OVIS*.
- (5) The counselor will train six teachers to administer the *OVIS* and to interpret the results to both individuals and small groups.
- (6) Parents of eighth graders will have an opportunity to hear the counselor interpret the *OVIS*, both individually and in small groups.
- (7) Eighth graders will become familiar with the *DOT* and will use it as a reference source when writing the research paper.

Goals

Expected Student Results

- (8) Eighth graders will be expected to interview an adult working in their career choice area.
- (9) Eighth graders will be expected to read a book describing a role model performing in their chosen career area.
- (10) The Language Arts Department teacher will evaluate the students' research papers.

Eighth graders will have the opportunity to gain competencies in planning and preparing for a career that relates to their career and occupational goals and objectives and to their assessed aptitudes, attitudes, and interests.

- (1) Students will demonstrate skills in using career exploration resources by going through the process of researching a career.
- (2) Students will describe the work done and the skills, tools, and materials needed to perform the job. They will also analyze the various materials needed to perform the job. They will also analyze the various work activities in terms of the processes, skills, and concepts used that are derived from basic education.
- (3) Students will identify major elements of a career plan and recognize the importance of alternatives in any plan by developing individual career plans or profiles that include high school program selections, tentative career goals, and alternative ways to reach those goals.
- (4) The experience of making tentative occupational choices that match their interests, abilities, and values will help students recognize that career decisions begin early and continue throughout one's lifetime.

Seventh graders will examine and research their career interests and begin thinking about their future careers.

- (1) All seventh graders will examine their career interests by taking the *COPS Interest Inventory*.
- (2) Seventh graders will research and report on one favorite career selection as part of a regular classroom assignment.
- (3) Students will learn where to find career materials and how to use them.

Eighth graders will acquire and demonstrate competencies in career decision making and planning based on self-knowledge, interest, and abilities.

- (1) Eighth graders will take the *PIC Inventory*. From this they will have a knowledge of four or five career areas in which they scored high. Based on the results, speakers from our community will be invited so each student can hear firsthand about these careers.

As a follow-up and to prepare the students for summer employment, the film *Working* will be shown and a discussion about job interviews will be held.

Goals

Expected Student Results

Eighth graders will demonstrate knowledge of the world of work. Science and math teachers will receive help in infusing career education into the curriculum.

- (1) Students will identify two career interests.
- (2) They will develop a positive attitude toward work.
- (3) Students will receive subject matter reinforcement in math and science.

Eighth graders will be able to demonstrate knowledge of the world of work through a process involving their identification of individual characteristics and matching of these with job classification areas—in other words, a self-assessment of job interests.

- Eighth graders will do the following:
- (1) Identify interest areas using *COPS*
 - (2) Visit a joint vocational school
 - (3) Describe the work-related characteristics
 - (4) Identify job area classifications
 - (5) Learn about their work-related characteristics

Eighth graders will develop a positive career awareness based on individual and small-group activities.

Target Group: All 300 eighth graders.

Behaviors Expected:

- (1) Students will be able to complete the career unit.
- (2) Students will demonstrate knowledge during individual career counseling sessions with the counselor.

Strategies:

- (1) Introduction to the career unit will be held in a small-group setting. The teacher and/or counselor will conduct the sessions.
- (2) A career workbook will be completed by each student.
- (3) Discussion sessions will deal with the career workbook.
- (4) Upon completion of the workbook, individual sessions will be arranged.
- (5) Each eighth grader will complete the career computer unit in the counselor's office.
- (6) The counselor and student will discuss results that appear on a computer printout.
- (7) The counselor will be available during the evening to discuss the career unit with parents or guardians. A career file will be started for each student.

Evaluation: Each student will complete the program during the school year.

By listening to a sizable array of speakers during an entire week, students will obtain a more comprehensive awareness of the duties, responsibilities, and rewards that accompany a wide variety of occupations.

Eighth graders will have an excellent idea of what five occupations entail, including the following:

- (1) How much education is required
- (2) Amount of reimbursement one can expect
- (3) Hours one can expect to contribute
- (4) Length of vacations
- (5) Hospitalization/medical benefits
- (6) Opportunities for advancement
- (7) Age at which one can expect to retire
- (8) Unions and other professional organizations one can expect to enter and the fees required
- (9) Payroll deductions required

Goals

Expected Student Results

- (10) Amount of travel and overnight stays expected
- (11) Opportunities for employment in the field and long-term trends
- (12) Amount of competition in the career area
- (13) Most rewarding aspects of the career and prestige associated with it
- (14) Most frustrating and difficult aspects of the career

Students will gain knowledge of various careers and occupations in the world of work that will enable them to begin thinking about potential career choices. Students will need to consider their own respective abilities and interests in relation to different careers. Students will overview various occupations available in our world of work and learn important aspects of careers.

Target Group: Seventh and eighth grades.

- (1) Students will demonstrate a knowledge of various careers and occupations.
- (2) Students will explore and learn important information that will help them begin thinking about potential occupational choices and options available.

Strategies:

- (1) Students will learn about occupations in respective math and science classes by using *PEAK* materials.
- (2) Students will discover information about jobs by utilizing these materials with the *COIN* career machine used in class or the library.
- (3) Students will complete the *PEAK* work sheets pertaining to specified areas in math and science.
- (4) Students will utilize the *OOH* and the *Encyclopedia of Careers* to gain an understanding of various jobs and careers. Their completed tests will give evidence of their abilities to use the resources to ascertain facts.
- (5) Social studies and math teachers will coordinate with the career guidance program by having students work with *COIN* and encouraging them to use career resources.
- (6) Students will have an opportunity to work with the Job Readiness series to learn job attitudes, interview skills, and important aspects about jobs. This series of disks will be utilized on computer.

Students will demonstrate competencies in developing an educational program that fulfills their individual learning styles, interests, abilities, and goals. They will also demonstrate skills in effectively coping with and contributing to society.

- (1) Students will demonstrate effective study skills.
- (2) They will demonstrate test-taking skills.
- (3) They will demonstrate competencies in exercising their rights and fulfilling responsibilities.
- (4) They will demonstrate problem-solving skills.
- (5) They will demonstrate decision-making skills and career planning skills.

Eighth graders will gain and demonstrate knowledge about their personal characteristics and an awareness of career planning and decision making.

Target Group: Eighth graders.

- (1) Students will make tentative career choices based on their interests, individual capacities, and values.
- (2) The counselor will administer the *COPS* and present results to students and parents.
- (3) Students will demonstrate their decision-making skills based on an interest inventory.

Goals

Expected Student Results

Middle school students will be more knowledgeable about career possibilities and will acquire a higher level of interest in and consciousness about the planning of their future vocations.

- (4) From test results, the students will have the criteria to select careers within their ability level, which will encourage the likelihood of their success.
- (5) Students will complete work assignments to demonstrate their further awareness.

Seventh graders will be able to identify their own interest areas and relate these to career clusters. They will also explore sources of information on specific careers.

- (1) Through use of texts and activity sheets, supported with audiovisual aids, eighth graders will exhibit an interest in their career planning.
- (2) This will be demonstrated through reading materials, reviewing audiovisual materials and developing a personal career planning folder.

Students will identify their interest areas.

Strategies:

- (1) Through use of the *E-WOW* interest survey.
- (2) Students will view the *GIS* film and complete the interest survey.
- (3) They will complete the *Career Area Interest Checklist (CAIC)*

Evidence:

- (1) Students will rank order their interests from the three interest surveys.
- (2) Students will compare and identify two major interest areas.
- (3) Students will relate their interests to career clusters.

Strategies:

- (1) Students will compare cluster areas in *GIS*, *E-WOW*, and *CAIC*.
- (2) Students will identify top interest areas and designate cluster area titles.
- (3) Students will compile a dictionary of 10 careers for each cluster area.
- (4) Students will choose one career in each interest area and summarize information about careers from "Chronicles."
- (5) Students will identify ways in which this career matches their interests and will find one way it does not.

Evidence: Students will submit above written materials.

Eighth graders will have knowledge of their personality and interest characteristics.

Each student will gain the following:

- (1) Know their personality-interest codes
- (2) Be able to translate their personality-interest codes into job clusters (traits)
- (3) Be able to develop a job list from their job clusters

Strategies:

- (1) Teachers will explain the *Self-Directed Search (SDS)* codes (counselor work sheet).
- (2) They will have students identify codes they feel best represent them and have students ask a friend to choose codes that best represent them.
- (3) Teachers will ask students to have their mom or dad identify codes that best fit them.

Goals

Expected Student Results

By the end of eighth grade, students will better understand themselves, use their decision-making skills, and have concrete ideas in terms of career clusters that will help them plan junior high school courses. Students will have knowledge of career clusters that support their interests and help with future goal setting.

- (4) Students will take the *SDS*.
- (5) Teachers and students will discuss results of the *SDS* booklet.

- (1) Using the *Bank Street Writer & Filer*, students will keep a career folder on themselves including: *Xersy Sort* ("Please Understand Me"); *Choices* and *Challenges* writings they have kept; career clusters that mesh with student interest inventories; grades on their folder; positive and negative aspects of jobs and clusters; career day (spring 1988) results in a notebook recording their visit with the cluster occupation group; research on job clusters; information looked up on specific occupations and files put on computer.
- (2) By the end of eighth grade, students will be able to plan their high school years successfully based on knowledge gleaned from their folders.
- (3) The folders will be used to further goal setting according to cluster interests and decision making skills.
- (4) A pilot group will be selected for an experimental mentor program being developed in the high school (1988-89). These students will use their career cluster choices as a springboard for the mentoring program.
- (5) Students will send results of their career options to their parents (parents will review and sign their children's folders).

Each seventh grader will experience a correlation between math and real-life jobs.

After completing the *PEAK* exercise on how people in occupations use fractions and percentages, the students will be able to list occupations in which calculating fractions and percentages is necessary for job performance.

Students will improve their study and test-taking skills.

Through a series of small-group presentations utilizing class discussion, films, written activities, and computer tutorials, students will be able to demonstrate improved knowledge and/or skills in the following:

- (1) Note taking from oral presentations
- (2) Note taking from written sources (outlining)
- (3) Test-taking strategies for various testing formats
- (4) Organization of assignments and subject matter and general study habits

Through participation in a four-part seminar, parents of seventh graders will experience increased awareness of how they can help their children learn about and make a career choice.

After the seminar, parents will understand the changing nature of our population and work force, where to find occupational information, the employment projections for the 1990s, and terms related to and educational preparation necessary (degree, diploma, certificate) for their children's career choices.

Goals

Expected Student Results

Students in middle school will become aware of various types of career opportunities. Students will learn about the need for career planning and will begin to plan. Parents will become more knowledgeable about career options and need for planning.

Sixth graders will explore the world of work using the *JOB-O* and working with a sixth-grade teacher. I will coordinate the instrument as well as aid with results.

Seventh graders, working with the reading teacher, will use the Ohio Career World materials for group discussion and career information.

Eighth graders will begin planning for high school courses as well as gaining self-awareness for careers. The counselor will work with the group using *HSCCP*.

Students will be allowed to investigate interest areas and possible career options.

- (1) Students will explore interest areas using the *Options Jr.* program.
- (2) Students will explore career options using the *Options Jr.* program.
- (3) Students will participate in a career interest survey.
- (4) Students will listen to speakers who work in careers listed most often in their surveys.
- (5) Students will participate in a 3-day interdisciplinary unit exploring careers. Included in the unit will be consumerism, economics, cost of living, and the elements of decision making.

Students will take the *COPS Interest Inventory*. The counselor will interpret test results and use them to arrange group sessions for students. Students will learn more about specific careers.

- (1) Students will take a group test on career choices.
- (2) Students will learn about career choices in which they have the greatest interest.
- (3) Parents will have the opportunity to be informed regarding test results.
- (4) Students will become more familiar with areas of the work world by reviewing the 14 career clusters in the *COPS*.
- (5) Students will make decisions concerning interest areas in the work world through the use of computer software in the lab.
- (6) Students will observe students/workers in the work world during field trips to the joint vocational school and to local business and industry.

Students will have an awareness of their interests, strengths, and weaknesses in skill areas; be able to take tests more effectively; and be able to relate this knowledge to career choices through wise decision making.

Seventh-grade students will do the following:

- (1) Learn how to prepare for tests and how to follow directions for various test formats by self-study using a computer in the guidance resource area and through teacher reinforcement in the classroom
- (2) Learn how to make decisions for themselves by using a computer under counselor guidance and with teacher cooperation
- (3) Evaluate their vocational potential through use of a career exploration disk and instructional booklet
- (4) Learn how to study more effectively using a 30-item inventory designed to measure their attitudes toward school work and their willingness to use them effectively

Goals

Expected Student Results

Eighth-grade students will do the following:

- (1) Explore career possibilities through use of an interest survey that indicates their preferences as determined by their responses to statements about their interests, values, and aptitudes
- (2) Follow up on their selections by further exploration with the *OOH* and the *Children's Dictionary of Occupations* for slower learning students

Strategies:

- (1) Each seventh grader will have the opportunity to complete "Test Taking Made Easy," concluding with a printout to share with parents that will indicate areas of strength and weakness along with suggestions for further growth.
- (2) They will also complete the Self-Exploration series at some time during the school year concluding with information to be shared with parents.
- (3) The guidance resource area will be enhanced with newer materials and all students, teachers, and parents will be oriented to its use and encouraged to visit.

Eighth graders will have the opportunity to acquire and demonstrate competencies needed to develop a process for life career planning and to prepare for a career that relates to their career and occupational goals and objectives and to their assessed aptitudes, interests, and attitudes.

- (1) Students will recognize that schooling is necessary for future careers by means of class discussion, videotape, and guest speakers.
 - (2) The students will be able to identify personal and occupational interests and talents by completing an interest inventory.
 - (3) Students will be able to identify job values that may affect career choice.
 - (4) Career day will help students identify job qualities and skills that employers often seek in job applicants and learn that the same habits and behaviors (values) taught in school are the ones needed on the job.
 - (5) Students will be able to demonstrate an understanding and appreciation of their own skills, interests, and attitudes by taking the interest inventory and writing a career plan.
 - (6) Students will be able to identify school subjects that may help them acquire skills, knowledge, and training needed in specific jobs and will start a high school plan to meet their goals.
 - (7) Students will be able to identify two community or school sources of career information.
-

Goals

Expected Student Results

Students will acquire and demonstrate competencies in self-assessment of and self-knowledge about their interests, abilities, job values, future plans, and subject preferences.

Target Group: All eighth grade students.

- (1) Some students will be involved through an elective course titled Skills for Success. I will work, in small groups from study hall, with all students who are not enrolled in the skills class.
- (2) Students will complete the Harrington-O'Shea *Career Decision-making System* and choose three worker trait groups that relate to their self-assessment of interests, abilities, job values, future plans, and job preferences.
- (3) The teachers and I will demonstrate and explain to students how to find additional information about careers in the reference materials we already have and in the new materials I am purchasing at this conference.

Seventh graders will begin career exploration. Eighth graders will continue career exploration to prepare for making a 2-year high school plan.

- (1) Seventh graders will know that jobs are clustered and that jobs can be examined according to people, data, and things. The 14 job clusters used in *COPS* will be studied. The people-data-things information will be taken from the *DOT*.
- (2) Eighth graders will take the *COPS* in December. Students will score it themselves, make out their own profiles, and investigate occupations. After this, each eighth grader will provide the counselors with up to three occupations and further information will be obtained for the students from *OCIS*. Joint vocational school representatives will be brought in to present the program there. Eighth graders will learn that they'll be asked to state a final (temporary) choice in late January just prior to making out a 4-year high school plan and selecting courses.

Sixth graders will participate in activities that will teach them to improve their study skills as they make their transition to the middle school that now emphasizes their doing more homework, changing classes and teachers, and taking more individual responsibility.

- (1) Sixth graders (90%) will be able to use verbal or writing skills to relate the elements of successful study skills, including the SC3R method.
- (2) The counselor will inservice the staff so all are using this as a major target and they have some direction in teaching study skills.
- (3) In September, the counselor will teach some study skill strategies in sixth-grade social studies classes and encourage the classes to refine them periodically and review them monthly.
- (4) At the end of each grading period, the counselor will survey sixth-grade teachers to receive their evaluation of the study skills emphasis; they will be asked if, by observation, they can notice an improvement in study skills of a great majority of sixth graders compared to other sixth graders from previous years and the first month of the current school year.

Goals

Expected Student Results

Students will develop competencies in career development to be used during their lifetime.

Students will do the following:

- (1) Identify personal characteristics, personal areas of interest, and achievements through participation in class activities
- (2) Learn about job skills and positive work attitudes and habits through group discussion
- (3) Explore the world of work and how to expand their options through a career search that uses multiple resources
- (4) Learn the relationship of educational preparation to occupational choices through activities used in math, English, and social studies course work
- (5) Maintain a career folder that includes: areas of interest, related skills, inventories, standardized test results, school plan, choice of courses, and any other relevant information

Students will demonstrate knowledge of career decision making and/or planning by using a computer program; students will explore their interests, careers, worker requirements for those careers, and school subjects related to and education needed for those careers.

- (1) Students will use the computer to gain information and/or knowledge about careers. They will use the computer in addition to an interest inventory. Each student will be able to identify three interest areas on the inventory.
- (2) Students will demonstrate the ability to use the computer through small-group instruction.
- (3) Students will have a printout of their career interest area.
- (4) Students will fill out an interest inventory and self-score this in small groups.
- (5) Students will be able to use the interest inventory and computer printout for individual counseling and/or scheduling.

Students will heighten their awareness of techniques for school success. They will relate success in the school setting to availability of multiple career options.

Seventh graders will be able to utilize career match computer software to generate a printout of careers for further exploration.

Students will gain knowledge of how their interests relate to the world of work. Students will identify work clusters that relate to their desired occupation's characteristics (such as physical activity, change, interaction with people, travel, drive, independence, style, training).

- (1) Eighth graders will identify an occupational group that matches their interests and desired occupation's characteristics.
- (2) Students will use the *OOH* and become familiar with the type of information in it.
- (3) Students will explore a selected career field using the *OOH*.
- (4) Students will be familiar with the 20 occupational groups used in the career finder program and will know some specific occupations in each group.
- (5) Parents will be aware of the above as career finder results are sent home.

Goals

Eighth graders will acquire and demonstrate competencies in career decision making and planning; they will acquire and demonstrate knowledge of personal characteristics; they will demonstrate knowledge of the world of work.

All students will become aware of and utilize information available for career decisions. Parents of students will be given the opportunity to participate in parent groups that deal with fostering their child's development and career options. The staff will receive inservice training on infusing career information into their curricula areas.

Expected Student Results

Eighth graders will demonstrate the following knowledge, attitudes, and skills:

- (1) Identify the major elements of a career plan
- (2) Explore a wide range of careers as they reflect interests and abilities
- (3) Use planning and decision-making competencies in reaching personal goals
- (4) Identify school and community sources of career information
- (5) Recognize that schooling is necessary for future careers
- (6) Analyze abilities and interests in terms of desired occupational areas
- (7) Demonstrate a knowledge of the world of work by identifying occupational categories or career clusters and the associated jobs and requirements
- (8) Use occupational information-seeking skills to match occupational or career requirements with worker traits

- (1) Eighth graders will select a career area and use materials of the career center to develop a criteria-based project using a checklist.
- (2) Sixth and seventh graders will receive instruction about the career center and a brief discussion of books contained there. Effectiveness of this instruction will be measured using a library-conducted test.
- (3) Parents of sixth graders will be given the opportunity to participate in the STEP/Teen program. The program will be evaluated by attendance and by an evaluative instrument.
- (4) Parents of eighth graders will be given the opportunity to participate in the career education program; evaluation will be by number in attendance and a parent reaction sheet they completed.
- (5) Parents of seventh graders will be invited to attend either of the sixth- or eighth-grade presentations if space permits (I hope to have a unique program for them next year).
- (6) An inservice session will be held to show materials available to teachers for infusing career education into their areas; upon completion of the inservice, those teachers expressing an interest will be given more help and will develop lesson plans that demonstrate this infusion. Evaluation will be done by staff after the inservice and a narrative will be prepared by those teachers who pursued it further.

Goals

Eighth graders and their parents will receive individualized information, will become knowledgeable about their personal characteristics, and will understand the relationship between this knowledge and the world of work.

At least 10 counselors will be trained to implement the career guidance program for parents entitled "How to Help Your Child Choose a Career."

Each eighth grader will be able to identify his or her area of interest and be able to relate that interest to career clusters and career options.

Parents of each sixth, seventh, and eighth grader will acquire skills in parenting and will develop knowledge about career choices for his or her child.

Expected Student Results

Students will show knowledge about themselves and the world of work by information kept in their guidance/career folders. This will be accomplished using evaluative tools (*GATB*, *CTBS*, *OIS*) and using scores from these tests to create a career profile and educational plan using Valguide.

Ten counselors will successfully complete the workshop on "How to Help Your Child Choose a Career." Each participant will implement the program with at least 1 parent group within 6 months after completion of the training program. They will report the results of their training programs to the director of administrative services at the county office of education.

Target Group: Eighth graders.

Behaviors Expected: Each student will be able to demonstrate/exhibit knowledge of his or her areas of interest and be able to relate that interest to career clusters and career options.

Strategies:

- (1) Classroom-size group discussion of the importance of clear thinking about career choices; memo to eighth grades about *COPS Interest Inventory*; discussion of *COPS*
- (2) Letter to parents explaining that *COPS* will help students compare the relative strengths of their interest in activities performed in a great number of occupations; the *COPS* is a step in the students' career planning process
- (3) Quotations from Otto's book *How to Help Your Child Choose a Career* will be utilized in the letter
- (4) In a classroom-size group, I will discuss *COPS* with students delineating the purpose—e.g., *COPS* provides job activity interest scores related to occupational clusters; I will administer *COPS*; I will discuss results of *COPS* with students, providing information about the *DOT* and the *OOH* as important adjuncts to the process

- (1) Parents will acquire basic skills introduced by *STEP* on how to listen and encourage their children.
- (2) Parents will acquire knowledge of how to encourage children in career choices and be effective models. Materials will be based on Otto's *How to Help Your Child Choose a Career*.
- (3) Parents will feed back results of parent/child interactions to the group. Parents will gain confidence in their parenting skills (e.g., listening to and encouraging the child).
- (4) Parents will share personal experiences in past jobs (e.g., first job, salary) in order to improve communication with the children.

Goals

Students will demonstrate knowledge of the world of work through a process involving their understanding of their individual characteristics. Students will match their characteristics with those necessary and helpful for particular job classifications.

Middle school students will have the opportunity to gain competencies needed to plan and prepare for a career. Each student will acquire and demonstrate competencies in: knowledge of personal characteristics, world of work, career decision making and planning, finding and keeping employment.

Expected Student Results

- (5) Child will learn about their parents' past experiences in the world of work.
- (6) Each child will list three career considerations his or her parents will share with the group.

-
- (1) Sixth graders will be able to list some of the job classification areas (clusters). (Observation, Teacher follow-up, Refer to me)
 - (2) Sixth graders will be able to identify information necessary for the career decision-making process. (Observation, Teacher follow-up, Refer to me)
 - (3) Sixth graders will be able to identify some of the necessary elements of decision making. (Observation, Follow-up)
 - (4) Sixth graders will be able to explain the whereabouts of career materials at the middle school.
 - (1) Seventh graders will be able to explain and apply some necessary job skills through math and science lessons (*PEAK*). (Teacher Observation, Follow-up)
 - (2) Seventh graders will match educational aspirations and job interests with 120 job titles. (Observation, Follow-up)
 - (1) Eighth graders will be able to identify their particular interest areas and their relationship to job clusters curriculum and high school training through the use of *COPS*. (Observation, Follow-up)
 - (2) Eighth graders will identify some of the vo-ed, graduation, and/or college entrance requirements that apply to them. (Observation)
 - (3) Eighth graders will be able to explain some of the skills necessary for finding and keeping a job (*working video*). (Observation, Teacher follow-up)
 - (4) Eighth graders will observe vo-ed programs open to them as high school students and visit the school. (Observation, Follow-up)

-
- (1) Students will identify personal interests and values. Students will have the opportunity to complete games, puzzles, vocabulary activities, and other exercises to aid in identification of interests and values. Students will be able to state four personal interests and four personal values.
 - (2) Students will demonstrate a knowledge of the world of work through career clusters and the associated job requirements. Using career exploration kits, occupational guides, and career cluster wall charts, each student will describe three career clusters and list five jobs found within each. Using the same resources, each student will list the knowledge, training, and skills required for two of the five jobs in the cluster areas.

Goals

Sixth-, seventh-, and eighth-grade students will gain knowledge of job clusters, identify personal interests, and match their interests with one or more job clusters. Each student will be introduced to various career information materials, including the *DOT*, *WTGG*, the *OOH*, and various others.

Students will develop a school/career relationship folder that will contain: a goals statement, personal characteristics handbook, skills survey, and a world of work job file.

Expected Student Results

- (3) Students will pursue planning and decision-making competencies in determining personal career goals. Through activities, films, and career surveys, each student will implement the decision-making process to identify one or two career clusters based on personal interests and values. Each student will then list five job descriptions within this cluster.
- (4) Students will identify the values that generally apply to any work situation. Following the viewing of audiovisuals and class discussions, each student will list five values that are important for getting and keeping a job.

- (1) Sixth graders will identify personal interest areas and match these with one or more job clusters. Each student will complete the *E-WOW*. Students will be introduced to the *DOT*, *OOH*, *WTGG*, etc. Students will have the opportunity to investigate one or more careers. Each student will identify one or more career areas of interest.
- (2) Seventh graders will be able to identify personal interest areas and will match their personal interests with one or more job clusters. All seventh graders will become familiar with the *DOT*, the *OOH*, and references. Students will complete the *JOB-O*. Students will identify one or more job clusters relating to their interests. Students will select three careers of interest from identified job clusters and will complete a one-page form on each relating to job information, description, training, and so forth.
- (3) Eighth graders will complete identical requirements as the seventh-grade students, except they will complete the *Career Decision-Making System* rather than *JOB-O*. In addition, they will identify high school courses of study relating to one selected career.

Target Group: Eighth-grade students in a multiracial, multicultural environment. Also staff—guidance counselor, eighth-grade teacher.

Strategies: Develop a school/career relationship folder and analyze goals and personal characteristics

- (1) Students will write a rough draft of a goal statement. They will list what they expect, what they want out of life, and what type of job will satisfy those expectations.

Results: Students will have made a conscious statement about their future/career.

- (2) Students will compile a "self-characteristics handbook" containing personal traits, peer traits (both in relationship to school and work), and at least two major personal strengths and weaknesses.

Goals

Expected Student Results

- (3) Students will gain an awareness of the diversity of life around them and its implications regarding future employment. They will complete a school world-of-work skills survey and will use a checklist to determine what skills (not educational) are needed and learned in school that can be transferred to the world of work.
- (4) Students will become aware of the important relationship between school-related behavior and job-related behavior.
- (5) Students will take a career planning survey, and will narrow initial job choices to three.
- (6) Students will use the OC/S computer system to build a job file.
- (7) Students will build a job library that will assist them in high school course selection.

Students will acquire and demonstrate knowledge of personal characteristics and the world of work.

Target Group: Eighth graders.

Behavior Expected: Students will know their interests, strengths, and areas needing improvement.

Strategy: Interests survey; list of strengths and areas needing improvement, collage of "ME."

Behaviors Expected: Students will explore the careers of parent, child care worker, and baby-sitter.

Strategies:

- (1) Students will view the films *Parenting, Infant and Child Care*.
- (2) Students will undertake a practical activity that will give them experience in child care (e.g., baby-sit, volunteer at day care center, Sunday school, coach YMCA children's team, read at library, plan children's party).
- (3) Students will listen to speakers from and/or go on field trips to a child care center or children's section of a library.
- (4) Students will view the video *Working*, which focuses on how to get and keep a job.

Students will acquire and demonstrate competency in test-taking skills.

Fifth graders will demonstrate competency in test-taking skills. The counselor will provide training in the form of a pre- and posttest, films, and discussion. Evaluation will be accomplished through the pre- and posttest and through teacher observations. Student results anticipated include the following:

- (1) Better test results
 - (2) Less test anxiety
 - (3) More efficient use of study time
-

Goals

Fifth through eighth graders (99%) will experience success in the classroom. All students will be exposed to skills necessary for success in classroom. All these skills taught will carry over to the high school years and students will not become dropouts. All skills taught will relate to their career and social lives as adults.

Each eighth grader will acquire an understanding of career options and demonstrate competency in decision making relative to career planning.

Students will explore individual interests and skill strengths and understand the relationship of these characteristics to future career choices.

Expected Student Results

- (1) Students in grades five through eight will learn how to make decisions in class that will serve them well in school, family, and social life, and that will become an integral part of the students' nature and result in wise choices in career and adult life.
- (2) Students will experience success in the middle school because those skills necessary for success will be taught in the classroom and reinforced in small-group sessions.
- (3) Students will learn how to make decisions.
- (4) Students will learn skills necessary for success in the class (e.g., study skills, test taking, following directions, interpersonal skills).
- (5) Students will learn useful skills that will carry over to a career (e.g., communication, listening, body language, memory).
- (6) Students will feel good about themselves because they have experienced success.
- (7) Students will not become dropouts.
- (8) Students will learn skills necessary for a productive adult life.

Eighth-grade students will demonstrate the following:

- (1) General knowledge of the world of work
- (2) Knowledge of the education needed for their career choices
- (3) Skill in filling out employment forms
- (4) Knowledge of employment opportunities in the community
- (5) Knowledge of some community people who hold jobs of student interest

Target Group: Seventh and eighth graders.

Strategies:

- (1) Provide seventh graders with the opportunity to complete the *Choices and Goals Interest Survey*. Provide eighth graders with opportunity to complete the *DAT*.
- (2) Provide parents with the opportunity to observe the materials used and update information as necessary.
- (3) Create a career information center that will allow all students access to occupational information.
- (4) Arrange for those students who have difficulty with study skills to improve (individually and in small groups) their abilities.

Results:

- (1) Seventh graders will indicate preferences for "occupational orientations" on a self-administered interest survey.
- (2) Using available materials, seventh graders will explore career possibilities as indicated on the interest survey.

Goals

Expected Student Results

Eighth graders will increase their knowledge of self and be able to apply this knowledge to making career decisions.

- (3) Seventh graders will demonstrate good study skills as indicated by their academic progress.
- (1) Eighth graders will demonstrate their career aptitude strengths and weaknesses by using the *PAT*.
- (2) Eighth graders will explore career opportunities as their personal interests indicate.
- (3) Eighth graders will demonstrate good study skills, as indicated by each individual's academic progress.

Target Group: Eighth graders.

Peer counselors and the eighth-grade teachers will assist the guidance counselor as needed.

Behaviors Expected: Students will explore their interests, abilities, and attitudes. Students will then compare this self-knowledge with the tasks involved in a specific career and decide if it would be a good career for them.

Strategies:

- (1) Students will complete *COPS*, *CAPS*, *COPES*, and *JOB-O*. Each survey used will be interpreted to students.
- (2) Students will be given a career information sheet (from *OCIS*) listing specific job characteristics. Using the surveys, students will make a decision as to the appropriateness of that career for them.

Evidence:

- (1) Appropriateness of their responses on career decision
- (2) Students' opinion of whether this process helps them schedule high school classes

Students will understand how to build a plan for their coming careers.

Seventh and eighth graders will acquire some skills in preparing for a career and will learn about the requirements for entering that career. Teachers will learn about the new software. Students will make their course selections for high school with better reasoning and with parents' assistance.

Eighth graders will acquire and demonstrate competencies in career decision making and planning.

Eighth graders will be able to do the following:

- (1) Identify occupations that relate to personal interests, aptitudes, and job values
- (2) Identify school subjects that help develop skills and knowledge and provide training
- (3) Demonstrate a knowledge of the world of work through career clusters and job entry requirements (vocational training, apprenticeship programs, college degree)
- (4) Describe work-related personal characteristics (job values)
- (5) Identify two career clusters that pertain to their interests, aptitudes, and abilities
- (6) Identify three jobs in the career clusters that relate to their interest, aptitude, and abilities
- (7) Identify the courses in high school that a student would need to enter into the occupation selected.

Goals

Expected Student Results

Each student will acquire knowledge of the world of work and demonstrate competency in decision making and planning.

Target Group: Sixth, seventh, and eighth grades.

Knowledge:

Sixth graders—Know broad categories of WOW.

Seventh graders—Decision-making process

Eighth graders—Decision-making and educational planning

Strategies: Discussion, presentation, research activity, writing assignments

Evidence:

Sixth-graders—Can complete exploration of world of work (E-WOW)

Seventh graders—Can list/apply decision-making process

Eighth graders—Complete JOB-O; prepare course selection for grade nine.

Eighth grade students will acquire and demonstrate competencies and skills in career planning.

Eighth graders will acquire and demonstrate competencies in the following areas:

- (1) Informational knowledge of the world of work
- (2) Knowledge of and insight into individual values and self-characteristics as they relate to careers
- (3) Knowledge of how to go about obtaining and maintaining employment
- (4) Knowledge of personal decision making as it relates to careers and employment

Eighth graders will acquire and be able to demonstrate competencies in the following areas: knowledge of self-reliance and self-respect; a positive attitude about dealing with the workplace and everyday life; knowledge of the world of work with respect to interpersonal relationships, communication skills, stress management, work habits, and career decisions.

Students will be able to do the following:

- (1) List personal qualities and characteristics dealing with talents, skills, likes/dislikes, capabilities, and limitations.
- (2) Discuss the importance of the acceptance of self as well as others in the workplace.
- (3) Follow rules, accept direction, and take responsibility for themselves and their behavior at home, school, and the workplace.
- (4) Identify careers that relate to their own personal interests, goals, or values and to their capabilities or limitations.
- (5) Discuss the importance of team work, communication skills, and an honest day's work.

Strategies:

- (1) Four group sessions and one evaluation session. All eighth graders will be attending. Topics will be based on materials ordered and goals of the action plan.
- (2) Speakers Day and Parents Night may also be offered.

Evidence: Evaluation will be based on several areas and conducted using written tests, verbal discussions, and written reports.

Goals

Expected Student Results

Eighth graders will increase their self-awareness as well as their exploration and decision-making skills through a career interest assessment program.

Eighth graders will complete and self-score a general interest inventory. Students will then use this information in making plans for high school registration.

Seventh and eighth graders will acquire and demonstrate competencies in career decision making and planning.

Seventh graders will demonstrate the following competencies:

- (1) Identify career interests—with help from the guidance counselor and health teacher—using *JOB-O* program
- (2) Identify competencies needed in applying for employment by participating in group guidance decisions, developing a list of questions about acceptable and desirable work traits, and interviewing an employer
- (3) Identify characteristics of the local job market with the help of group guidance and community resources (e.g., JTPA representative)
- (4) Identify major elements of a career plan using the guidance curriculum, decision-making skills, and characteristics of a career
- (5) Demonstrate competencies needed to sustain a job through group discussion, research, and guest speakers
- (6) Identify and use sources of career information; conduct individual research and use reference information
- (7) Begin a career planning folder, conduct individual planning, obtain parent signature on the folder, and hold a parent seminar

Each eighth grader will demonstrate the following competencies:

- (1) Relate his or her work skills to job opportunities through *JOB-O* and research
- (2) Demonstrate knowledge of course offerings and career training available at the county joint vocational school; visit and meet with representatives of the vocational school
- (3) Choose a tentative career; research the career goal using reference materials and computer resources
- (4) Develop an educational plan to reach the career goal; write a plan; receive parent review and signature, and use Compu/serve

Sixth graders will take an interest inventory and learn about the world of work.

- (1) Each student will demonstrate knowledge of their personal characteristics after completing the *COPS Interest Inventory*, small-group activities, and a computer program.
- (2) Each sixth grader will demonstrate knowledge of the work force after completing the small-group activities and the computer programs.

Goals**Expected Student Results**

Sixth graders will have knowledge of the world of work.

Sixth graders will demonstrate their knowledge of the world of work by being able to use the *DOT* and other research materials to gather information on occupations and careers that are of interest to them.

Eighth graders will have the opportunity to acquire and demonstrate competencies in planning and preparing for a career that relates to their career and occupational goals and objectives and to their assessed aptitudes, attitudes, and interests.

- (1) Students will recognize that schooling is necessary for future careers.
- (2) Students will identify personal career and occupational interests and talents.
- (3) Students will demonstrate a knowledge of the world of work through occupational categories or career clusters and associated job requirements.
- (4) Students will describe two career clusters.
- (5) Students will list three jobs in each of two job clusters.
- (6) Students will list knowledge, training, and skill requirements in three jobs in two clusters.
- (7) Students will identify job values that may affect their career choices.
- (8) Students will identify qualities and skills employers seek in job applicants.
- (9) Students will analyze abilities and interests required in their desired occupations.
- (10) Students will demonstrate understanding of their skills, interests, and attitudes.

Appendix

List of Conference Participants, Presenters, and Staff

Appendix

List of Participants, Presenters, and Staff at the Ohio Middle School and Junior High School Career Guidance Conference June 24-26, 1987

Participants

Betty Adams, Counselor
River Valley School
1239 Columbus-Sandusky Road, West
Marion, OH 43302
(614) 387-4261

Homer Adams, Counselor
Greenbriar High School
11810 Huffman Road
Parma, OH 44130
(216) 845-8440, Ext. 8

Michael Amos, Guidance Counselor
Delhi Junior High School
5280 Foley Road
Cincinnati, OH 45238
(513) 922-8400

Steve Arnold, Guidance Counselor
Marietta Middle School
7th and Glendale
Marietta, OH 45750
(614) 373-3276

Glenn Ayres, Principal
Woodsfield Elementary School
N. Paul Street
Woodsfield, OH 43793
(614) 472-0953

Susan Bilbrey, Counselor
Eastwood Junior High School
4800 Sugar Ridge Road
Pemberville, OH 43450
(419) 833-6011

Glenn Bitner, Principal
West Geauga Middle School
8611 Cedar Road
Chesterland, OH 44026
(216) 729-9561

Lauren Boyles, Guidance Counselor
South Central Middle School
102 W. Ashtabula Street
W. Fairfield, OH 44855
(419) 744-2307

Ben Buckles, Counselor
Granville Middle School
130 N. Granger Street
Granville, OH 43023
(614) 587-1484

Mary Burget, Counselor
Ottawa and Glandorf Elementary
630 Glendale
Ottawa, OH 45875
(419) 523-5261

Marlene Csillag, Counselor
Olentangy Middle School
814 Shanaba Road
Delaware, OH 43015

Douglas Cannon, Guidance Counselor
Crooksville Elementary
12400 Tunnel Hill Road
Crooksville, OH 43731
(614) 982-7010

Bill Canter, Guidance Counselor
Roosevelt Junior High School
621 Mt. Vernon Road
Newark, OH 43055
(614) 366-2405

Robert Casey, Principal
Galion Middle School
200 W. Walnut Street
Galion, OH 44833
(419) 468-3134

Denny Chapman, Elementary Coordinator
Pike County Board of Education
Box 578
Piketon, OH 45661
(614) 289-4171

Diane Chapman, Elementary Counselor
Eastern Local School
P.O. Box 57
Beaver, OH 45613
(614) 226-4191

Mary Chilton, Counselor
Southmoor Middle School
1201 Mole
Columbus, OH 43207
(614) 444-6834

Betty J. Claytor, Counselor
Alexander Hamilton School
3465 E. 130 Street
Cleveland, OH 44120
(216) 561-3880

Alice Cochran, Guidance Counselor
Faircrest Middle School
616 Faircrest S.W.
Canton, OH 44706
(216) 484-3926

Nancy Collins, Guidance Counselor
Jefferson Junior High School
5530 Whitmer Drive
Toledo, OH 43613
(419) 473-8482

Velma Cox, Guidance Counselor
Verity Middle School
Middletown, OH 45044
(513) 424-1279

Tony DeGenaro, Counselor
Poland Middle School
47 College Street
Poland, OH 44514
(216) 757-1551

Marjorie DeLamtre, Director of Guidance
Millersport Junior High School
P.O. Box 278
Millersport, OH 43046
(614) 467-2929

Clare Dilsaver, Counselor
Riverdale Local Junior High School
Franklin
Wharton, OH 43359
(419) 458-4811

Sharon Dudek, Principal
Houston Middle School
5300 Houston Road
Houston, OH 45333
(513) 295-3010

Robert Dye, Guidance Counselor
Bell-Herron High School
80 3rd Street
Carrollton, OH 44615
(216) 627-7188

Mike Estes, Principal
Elida Middle School
4500 Sunny Dale
Elida, OH 45807
(419) 331-2505

Myra Evans, Counselor
C. R. Coblenz Middle School
9088 Monroe Central Road
West Manchester, OH 45382
(513) 437-0331

Joyce Finley, Guidance Counselor
Memorial Junior High School
Mentor, OH 44060
(216) 255-4444, Ext. 400

Barbara Frame, Guidance Counselor
Learwood Middle School
340 Lear Road
Avon Lake, OH 44012
(216) 933-8142

Glenn Franke, Assistant Superintendent
Minford Local
Box 204
Minford, OH 45653
(614) 820-3896

Jean Ann Franke, Guidance Counselor
Wheelersburg Elementary
Dogwood Ridge, Route 4
Wheelersburg, OH 45694
(614) 574-2515

Mike French, Guidance Counselor
Sabina Elementary
246 W. Washington
Wilmington, OH 45169
(513) 584-4001

Darlene Gasper, Counselor
Manchester Middle School
760 W. Nimisila Road
Akron, OH 44319
(216) 882-3812

Richard Grogg, Assistant Principal
Rosemore Middle School
4735 Kae Avenue
Whitehall, OH 43213
(614) 866-1701

Martha Haigh, Guidance Counselor
White Oak Junior High School
P. O. Box 297
Mowrystown, OH 45155
(513) 442-2241

Randy Hall, Guidance Counselor
Wadsworth Middle School
151 Main Street
Wadsworth, OH 44281
(216) 336-3571, Ext. 255

Michael Hasel, Counselor
Bellefontaine Middle School
509 Park Road
Bellefontaine, OH 43311
(513) 593-9010

Larry Hedden, Principal
West Junior High School
W. Market Street
Tiffin, OH 44883
(419) 447-3358

Dorothy Heiob, Counselor
Porter Middle School
1030 Cutter Street
Cincinnati, OH 45203
(513) 721-4934

Ron Hoch, Guidance Counselor
Blendon Middle School
223 S. Otterbein
Westerville, OH 43081
(614) 895-6000

Howard Holmes
Reynoldsburg Junior High School
2300 Baldwin Road
Reynoldsburg, OH 43068
(614) 868-0500

Charles Huffman, Counselor
Waynesfield-Goshen
Box 98
Waynesfield, OH 45896
(419) 568-5261

Susan Huss, Counselor
Fallen Timbers Middle School
6119 Finzel Road
Whitehouse, OH 43571
(419) 877-0261

Jim Infante, Principal
Jackson Milton Middle School
14110 Mahoning Avenue
N. Jackson, OH 44451
(216) 538-2257

Herman Jackson, Guidance Counselor
H. B. Turner Junior High School
1443 Mahoning
Warren, OH 44483
(216) 841-2380

Gary A. Jacobs, Director of Guidance
Cedar Cliff Elementary and Junior High
Box 45
Cedarville, OH 45314
(513) 766-3811

John Jurkowitz, Principal
Highland Junior High School
Box 68
Sparta, OH 43350
(419) 768-2781

Andrew Kostraba, Counselor
Niles City-Edison Junior High School
Church Street
Niles, OH 44446
(216) 652-5656

Sue Gilliland, Counselor
Botkins Middle School
208 N. Sycamore Street
Botkins, OH 45306
(513) 693-4241

Howard Lapp, Math Teacher
Harrison High School
9400 Haddington Court
Cincinnati, OH 45239
(513) 385-8206

Carol Lathrop, Counselor
Buckeye Valley Middle School
4230 St. Rt. 203
Radnor, OH 43066
(614) 595-3555

Michele Lawrence, Counselor
Crestview Middle School
3062 Fairfield School Road
Columbiana, OH 44408
(216) 482-2064

Vickey Leasure, Guidance Counselor
Huntington Middle School
188 Huntsmen Road
Chillicothe, OH 45601
(614) 663-2191

Ed Lenney, Principal
Loveland Middle School
600 Loveland-Madeira Road
Loveland, OH 45140
(513) 683-3100

Timothy R. Lynch, Guidance Counselor
Gibsonburg High School
S. Harrison Street
Gibsonburg, OH 43431
(419) 637-2873

Ron Mapes, Guidance Counselor
Berry Junior High School
23 Oakwood
Lebanon, OH 45063
(513) 932-0999

Don Marshall, Principal
Dover Middle School
220 W. 6th Street
Dover, OH 44622
(216) 343-7746

Robert McCloskey, Guidance Counselor
L. T. Ball Middle School
575 N. Hyatt Street
Tipp City, OH 45371
(513) 667-8454

Dallas McCoy, Guidance Counselor
Rock Hill Middle School
Route 3
Ironton, OH 45638
(614) 532-0718

William McDonald, Guidance Counselor
Mt. Logan Middle School
841 Main Street
Chillicothe, OH 45601
(614) 773-2638

Bill McGlothlin, Guidance Counselor
Greenville Junior High School
Central Avenue
Greenville, OH 45331
(513) 548-3202

Dennis McKinsey, Guidance Counselor
London Middle School
60 S. Walnut
London, OH 43140
(614) 852-5700

John McVey, Principal
Powhatan Elementary School
2nd Street
Powhatan Point, Ohio 43942
(614) 795-5665

Dee Merrilees
Knox County Board of Education
106 E. High Street
Mt. Vernon, OH 43050
(614) 397-2727

Nancy Mescher, Guidance Counselor
New Lebanon Local Schools
1105 West Main Street
New Lebanon, OH 45345
(513) 698-4138

Arthur Monahan, Principal
Barnesville Middle School
210 W. Church Street
Barnesville, OH 43713
(614) 425-3116

Nancy Myerholtz, Counselor
Otsego Junior High School
Second Street
Grand Rapids, OH 43522
(419) 832-2261

John Nichols, Guidance Counselor
Crestwood Middle School
10880 John Edwards Drive
Mantua, OH 44255
(216) 274-2249

Judith Niswonger, Gifted Coordinator
Franklin Monroe School
P.O. Box 78
Pittsburg, OH 45358
(513) 692-8637

James Norton, Guidance Counselor
McTigue Junior High School
5700 Hill Avenue
Toledo, OH 43615
(419) 531-4264

Larry J. Pack, Principal
New London Junior High School
17 Park Avenue
New London, OH 44851
(419) 929-1586

Bill Parrigin, Counselor
Logan High School
50 North Street
Logan, OH 43138
(614) 385-2069

Audrey Perrine, Counselor
Van Lue Middle School
301 S. East Street
Van Lue, OH 45890
(419) 387-7724

Jack Poore, Principal
Olive Branch Middle School
9712 W. National Road
New Carlisle, OH 45344
(513) 845-4465

William Pratt, Principal
Martins Ferry Middle School
633 Hanover Street
Martins Ferry, OH 43935
(614) 633-1732

Jean Pridon, Guidance Counselor
Salem Junior High School
230 N. Lincoln Avenue
Salem, OH 44460
(216) 332-4644

Ronald Priest, Counselor
Stanton Middle School
311 S. Union Avenue
Alliance, OH 44601
(216) 821-2100, Ext. 414

Reno Principi, Guidance Counselor
East Junior High School
1470 South Street, S.E.
Warren, OH 44483
(216) 841-2385

Jim Redd, Counselor
Napoleon Central Middle School
302 W. Main Street
Napoleon, OH 43545
(419) 592-6991

David Richards
Medina Junior High School
420 E. Union
Medina, OH 44256
(216) 725-9252

Charles Roberts, Principal
Edgerton Junior High School
324 N. Michigan Avenue
Edgerton, OH 43517
(419) 298-2332

John Rose, Principal
West Junior High
1231 W. 47th
Ashtabula, OH 44004
(216) 998-0222

Charlene Roush, Guidance Counselor
Belfast Elementary
St. Rt. 73
Hillsboro, OH 45133
(513) 764-1261

Vivian Russell, Counselor
Indianola Middle School
420 Ninth Avenue
Columbus, OH 43201
(614) 299-1175

James R. Sabin, Guidance Counselor
State Street Middle School
150 E. State Street
Alliance, OH 44601
(216) 821-2100, Ext. 454

Patricia R. Simpson, Counselor
Geneva Junior High School
839 Sherman Street
Geneva, OH 44041
(216) 466-4831

Phil Saneholtz, Guidance Counselor
Milford Junior High School
5733 Pleasant Hill Road
Milford, OH 45150
(513) 831-2050

Clifford Scheidler, Counselor
Northwood Junior High School
700 Gulf Road
Elyria, OH 44035
(216) 324-7500

Don Schiff, Principal
Memorial Middle School
177 Frey Avenue
W. Jefferson, OH 43162
(614) 879-8345

Kathryn Seymour, Guidance Counselor
Canal Winchester Junior High School
100 Washington Street
Canal Winchester, OH 43110
(614) 833-2151

Dan Shade, Guidance Counselor
Madison Junior High School
690 Ashland Road
Mansfield, OH 44905
(419) 522-0471

Bill Simmons, Guidance Counselor
Buchanan Junior High School
100 Park Drive
Wintersville, OH 43952
(614) 264-5521

Tom Sladky, Principal
U. L. Light Middle School
292 Robinson Avenue
Barberton, OH 44203
(216) 745-3117

Dennis Stewart, Guidance Counselor
Circleville Junior High School
520 S. Court Street
Circleville, OH 43113
(614) 474-1521

John Stradtman, Guidance Counselor
Perkins Middle School
3700 South Avenue
Sandusky, OH 44870
(419) 625-0132

Martha Thomas, Counselor
Vandalia-Butte-Morton Middle School
213 W. National Road
Vandalia, OH 45377
(513) 898-3961

Robert Thomas, Director of Guidance
Mahoning Board of Education
2801 Market Street
Youngstown, OH 44507
(216) 788-2481

Barbara Tonne, School Counselor
The Cincinnati Bilingual Academy
(Middle School)
2030 Fairfax Avenue
Cincinnati, OH 45207
(513) 281-8130

Patricia W. Uhl, Guidance Counselor
Rittman Middle School
75 N. Main
Rittman, OH 44270
(216) 927-3115

Ed Vittardi, Guidance Counselor
Dodge Middle School
10225 Ravenna Road
Twinsburg, OH 44087
(216) 425-7116

Charlotte Wagner, Middle School Supervisor
Huron Board of Education
180 Milan Avenue
Norwalk, OH 44857
(419) 668-1658

Chellie Wagner, Guidance Counselor
Evergreen Middle School
310 Swanton Street
Metamora, OH 43540
(419) 644-5661

John Weber, Teacher
Longfellow Junior High School
Maine and "D" Streets
Lorain, OH 44052
(216) 288-0188

Debra Weisgerber, Guidance Counselor
Defiance Junior High School
629 Arabella Street
Defiance, OH 43512
(419) 782-0050

Richard Weisgerber, Guidance Counselor
Defiance Middle School
Clinton Street
Defiance, OH 43512
(419) 782-0955

Amanda Welch, Principal
Black River Middle School
105 School Street
P. O. Box 128
Spencer, OH 44275
(216) 648-2310

Jay Whitman, Principal
Highland Middle School
1152 Belleview Avenue
Barberton, OH 44203
(216) 825-0806

Nancy Willeman, Counselor
West Branch Junior High School
Main Street
Beloit, OH 44609
(216) 537-3511

Greg Wilt, Guidance Counselor
Fairlawn Middle School
18800 Johnston Road
Sidney, OH 45365
(513) 492-1974

Donald E. Wright, Principal
Claymont Junior High
220 N. 3rd Street
Dennison, OH 44621
(614) 922-1901

Richard Zytkowski, Guidance Counselor
N. Ridgeville Middle School
35895 Center Ridge Road
N. Ridgeville, OH 44039
(216) 327-4444, Ext. 222

Presenters

Robert D. Bhaerman, Research and
Development Specialist
National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
(614) 486-3655

Carol Craig Bodeen, Supervisor
Career Ed and Consumer Economics
Apollo Career Center
3325 Shawnee Road
Lima, OH 45806
(419) 999-3015

William Drury, Associate Professor
Office of Educational Services
University of Dayton
300 College Park
Dayton, OH 45469
(513) 229-2619

Julian M. Earls, Chief
Health, Safety, and Security Division
NASA Lewis Research Center
2100 Brookpark Rd., Mail Stop 21-8
Cleveland, OH 44135
(216) 433-3014

Patricia Henderson, Director of Guidance
Northside Independent School District
5900 Evers Road
San Antonio, TX 78238
(512) 647-2100

Margo Vreeburg Izzo, Program Associate
National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
(614) 486-3655

Clarence D. Johnson, Coordinator
Guidance
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401
(301) 224-5280

Sharon K. Johnson, Director
Pupil Services
Howard County Public Schools
10910 Route 108
Ellicott City, MD 21043
(301) 992-0500

Hal Merz, Program Associate
National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
(614) 486-3655

Luther B. Otto, Professor and Head
Department of Sociology and Anthropology
North Carolina State University
P.O. Box 8107
Raleigh, NC 27695
(919) 737-3180

Darrell Parks, Director
Division of Vocational and Career
Education
Ohio Department of Education
Ohio Departments Building, Room 907
65 S. Front Street
Columbus, OH 43215
(614) 466-3430

Thomas Reiser, Superintendent
Scioto County Joint Vocational School
P.O. Box 766
Lucasville, OH 45648
(614) 259-5522

Workshop Planning Committee and Staff

Edwin A. Whitfield, Associate Director
Division of Educational Services
Guidance and Testing
Ohio Department of Education
65 S. Front Street
Columbus, OH 43215

Joan Novak, Vocational Consultant
Division of Educational Services
Guidance and Testing
Ohio Department of Education
65 S. Front Street
Columbus, OH 43215

John Chatman, Vocational Consultant
Division of Educational Services
Guidance and Testing
Ohio Department of Education
65 S. Front Street
Columbus, OH 43215

Karen Heath, Assistant Director
Division of Vocational and Career Education
Ohio Department of Education
65 S. Front Street
Columbus, OH 43215

Cindy R. Gahrns
Division of Vocational and Career Education
Career Development Services/OCIS
Ohio Department of Education
65 S. Front Street
Columbus, OH 43215

Jim Heron, Supervisor
Guidance and Placement
Lorain County Vocational Center
15181 State Route 58
Oberlin, OH 44074

Harry N. Drier, Associate Director
Organizational Development
National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090

Conference Staff from the National Center for Research in Vocational Education

Mary Jo Alvoid, Conference Coordinator	
Judith Boyleson	Mary LaBelle
Janet Ciccone	Dennis Mathias
Monyeene Elliott	Gayle Shibano
Beverly Haynes	Shellie Tremaine

Edited by

Edwin A. Whitfield
Janet K. Ciccone
Harry N. Drier



THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD - COLUMBUS, OHIO 43210